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**A STUDY OF THE ORGANIZATION AND ADMINISTRATION OF HOME ECONOMICS
TEACHER EDUCATION IN THE CENTRAL REGION -- WITH
IMPLICATIONS FOR IMPROVEMENT AT
SOUTH DAKOTA STATE COLLEGE**

BY

CAROL MAGNEY SPOMER

**A thesis submitted
in partial fulfillment of the requirement for the
degree Master of Science at South Dakota
State College of Agriculture
and Mechanic Arts**

August, 1960

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SOUTH DAKOTA STATE COLLEGE

This thesis is approved as a creditable, independent investigation by a candidate for the degree, Master of Science, and acceptable as meeting the thesis requirements for this degree; but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

 Thesis Advisor

 Head of the Major Department

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INTRODUCTION

This study was conducted from the campus of South Dakota State College of Agriculture and Mechanic Arts, Brookings, South Dakota, a land-grant institution for higher learning established in 1881. The six divisions of the college are: Agriculture, Engineering, Home Economics, Nursing, Pharmacy and Science and Applied Arts. In the Home Economics Division degrees are offered in Child Development and Family Relations, Education, Foods and Nutrition, Technical Journalism and Textiles and Clothing. Within the last five years the number of students receiving Bachelor of Science degrees in home economics education each year ranged from 34 in 1956 to 49 in 1960 and the total receiving Master of Science degrees was five.

Changes in certain policies and procedures of the Home Economics Education Department of South Dakota State College have been discussed. When these factors were brought to the writer's attention she became interested in the problem and desired to know the advantages and disadvantages of various ways of organizing and administering the home economics teacher education program.

Some of the points under consideration were:

1. The number of colleges and universities operating under the different systems and their reactions to the present one. At present, the Home Economics Education Department at South Dakota State College is operated under the Home Economics Division. It has been under this system for 40 years.
2. The location of the Home Economics Education Department. In the local

situation it is now housed on the third floor of the Administration Building. The plans for a new Home Economics Building are under way, with the Home Economics Education Department having a designated area.

3. The extent of accreditation of home economics education by the National Council for Accreditation of Teacher Education. The local Home Economics Education Department is not now accredited nationally. Some work is being done in this direction.
4. The qualifications of the home economics education administrators. The local administrator is now required to have a doctor's degree with a major in home economics education, to have taught in high school for four years, taught in college and been a supervising teacher for two years or more.
5. The qualifications of the teacher educators of home economics. The local teacher educators are now required to have a master's degree with a major in home economics education, to have taught in high school for four years and been a supervising teacher for two or more years.
6. Payment for student teachers' transportation to and from the teaching center. The payment in the local situation has been recently cut. At present the mileage one way for two girls if 25 miles distant is paid. Formerly, transportation for one round trip was paid for two students.
7. The size of the high school used as student teaching centers. The local Home Economics Education Department now uses two schools having enrollments between 50-100 pupils, six schools with an enrollment of 100-200 pupils, one each having enrollments of 200-300, 300-400, and

more than 400 pupils. Schools with enrollments over 100 are preferred. The schools vary somewhat from year to year.

8. The distance of the teaching centers from the college. Locally, it ranges thus: One in the college town, one less than 10 miles from campus, three between 10-25 miles, three between 25-50 miles, one between 50-100 miles, and two are more than 100 miles from campus. More centers are desired between 50 and 100 miles. However, teaching centers are selected more on the qualifications of the high school homemaking teacher and the homemaking department than on the distance involved.
9. The number of visits made by the teacher educator to the center for each student teacher. The local teacher educator makes three such visits.
10. The amount paid by the college to supervising teachers for working with student teachers. The local homemaking supervising teachers are receiving \$25.00 for each student teacher.
11. The number of years of high school teaching experience required of supervising teachers. The local supervising teachers are required to have two years.
12. The number of meetings conducted each year by the college for supervising teachers. The local college holds one all day meeting each quarter or three each year.
13. The number of persons (not including supervising teachers) on the home economics education college staff. The local college has at present three full-time, one Emeritus, and the use of a secretary for less than half-time. A need for a graduate assistant was expressed.

14. The total number of education credits required of the students graduating in home economics education. The local college fulfills the State requirement of 30 quarter hours.
15. The number of education credits taken which relate directly to home economics. Students in the local college take 22 quarter hours.
16. The grade point average which students are required to have before student teaching. The local college requires a grade point average of 2.0 or C.

In order to gain enlightenment on these various factors the writer wanted to find out how the other colleges and universities of the Central Region conducted their teacher education program for vocationally approved homemaking departments, and the satisfactions involved. It is hoped that the results of the investigation will lead to improvements in the operation of the program at South Dakota State College.

From reading various sources it was learned that others were asking some of the same questions and feeling a need for study on some of these same points. A curriculum study group from Kansas felt that the following points should be examined concerning student teaching:

1. Nature of the procedure of selecting the co-operating or supervising teacher.
2. Amount of supervision which the college or university gives the off-campus student teacher.
3. The question of reimbursement the college or university pays to a local school system or supervisor.

4. The nature of the inservice education co-operating teacher receives.¹

Spencer made a similar study in 12 land-grant colleges of the North Atlantic Region. She recommended that an "Analysis of the home economics education curricula is needed in land-grant colleges and universities of the other regions of the United States".²

¹National Commission on Teacher Education and Professional Standards, Curriculum Programs, p. 149, National Education Association of the United States: Washington, D. C., 1959.

²Mabel Sidell Spencer, "An Analytical Study of the Various Home Economics Education Curricula in Selected Land-Grant Colleges of the North Atlantic Region," Unpublished Doctor's Dissertation, p. 113, The American University: Washington, D. C., 1959.

REVIEW OF LITERATURE

A study was made of literature pertaining to: general operation, accreditation, size of staff, qualifications of staff, student teaching policies and student education requirements in home economics education.

General Operation

There are several possibilities for the operation of a Home Economics Education Department. Three of the more commonly used methods are: 1) under the Home Economics Division, Department or College, 2) under the Education Department, or 3) under a dual appointment of the staff members of the Home Economics Department (Division or College) and the Education Department.

According to Smith the ideal operation of a teacher education program is one which is centered under one administrative unit. This unit should be entirely dedicated to the study and advancement of public education where the various curriculums can be best developed and coordinated. There should be joint responsibility between the college of education and other colleges and departments involved in teacher education. A suggested form of organization in operating this system includes committees which represent the various areas of academic and vocational specialization in teaching, with members from both the college of education and the coordinate departments. However, the ideal situation is seldom the determining factor in the administrative arrangements of an institution. Instead we are bound by traditions and institutional

politics.³

In three of the 10 universities of the North Atlantic Region included in Wylie's study on the college teacher of Home Economics Education, the teacher educator has the dual title of being on the staff of the school of home economics and the school of education. In most of the cases, however, she is responsible to the head of the home economics division, but cooperates with the division of education.⁴

Spencer conducted a study of 12 colleges of the North Atlantic Region. She says:

Home economics education is an ambivalent discipline which owes its place to its relationship with home economics on the one hand and education on the other. This ambivalence is clearly apparent in the placement of home economics education in the twelve selected colleges and universities. In nine instances it was found to be a part of home economics and to bear whatever organizational relationship home economics had in the various institutions. In two instances, its program was administered through both the college of education and home economics, and in one instance the program is administered through the college of education. Home Economics in turn was found to be in five instances a separate college; in one instance, a division; and in one instance, a department.

....

The home economics education faculty are identified organizationally in three different ways. The home economics education faculty member or members may be solely on the staff of the home economics division, department, or college; solely on the education staff; or may have a joint appointment from both home economics and education.⁵

³B. Othanel Smith, "A Joint Task: The Preparation of a Teacher," The Journal of Teacher Education, vol. 10, no. 2, 196-197, National Education Association of the United States: Washington, D. C., 1959.

⁴Mary M. Wylie, "The Functions of the College Teacher of Home Economics Education," Unpublished Doctor's Report, p. 25, Teachers College, Columbia University: New York City, 1955.

⁵Spencer, op. cit., pp. 42-49.

Concerning methods courses and student teaching, a curriculum group from Kansas said:

We believe that the subject-matter departments and the department of education must share the responsibility of courses in professional education materials and for the supervision of student teachers. A competency of assigned personnel, not departmental affiliation should be of major concern to the departments involved.⁶

Accreditation

Accreditation is an approved means of maintaining the quality of the teacher education program. Hamilton believes that it has had and will continue to have an effect on rising standards of teacher education. With the support of a national professional accrediting agency, states can better maintain professional standards. This was particularly true in the state of California where about one-half of the new teachers had their training in colleges and universities of other states. The National Council for Accreditation of Teacher Education is helpful in establishing uniformity of standards in the teaching profession.⁷

The NCATE is the recognized national professional accrediting agency for teacher education. Established in 1952, it began accrediting in 1954, and was recognized by the National Commission on Accrediting in October, 1956.

The NCATE presently has on its accredited list 297 institutionsThese 297 institutions provide two-thirds of the new teachers prepared each year.⁸

⁶National Commission on Teacher Education and Professional Standards, op. cit., p. 23.

⁷Charles E. Hamilton, "Preparation of Teachers for California Public Schools," The Journal of Teacher Education, vol. 10, no. 3, 361, National Education Association of the United States: Washington, D. C., 1959.

⁸Editors, (Introduction to article by W. Earl Armstrong), "The Teacher Education Curriculum," The Journal of Teacher Education, vol. 8, no. 3, 230, National Education Association of the United States: Washington, D. C., 1957.

Provisional accreditation may be granted for a period of three years.⁹

Size of Staff

According to a report done by a committee on criteria for evaluating college programs in Home Economics, the size of the home economics department staff should be studied to see if it is large enough to do the job the institution intends for it to do, and whether it can adequately do the job it should do and would like to do.¹⁰ The committee reports:

A low student-faculty ratio does not necessarily indicate a light load. The criteria for judging a satisfactory ratio are effective student learning, satisfaction of students in the results of their college experiences, and the enjoyment and satisfaction of teachers in what they are doing....Evaluation of the work load of faculty members involves more than counting the students in a teacher's classes.¹¹

Spencer found that of the faculty in Home Economics Education from the 12 colleges, there were 21 full-time, seven part-time and four graduate assistants. All of them had master's degrees and five had doctor's degrees.¹²

Qualifications of Staff

In a General Education study of 38 selected midwestern institutions of higher learning, Inlow found some interesting information

⁹ibid.

¹⁰Gladys Branagan and others, Home Economics in Higher Education, pp. 88-89, American Home Economics Association: Washington, D. C., 1949.

¹¹ibid., p. 91.

¹²Spencer, op. cit., pp. 60-62.

concerning the college supervisors of student teaching in the secondary school. They had an average of 13.56 years of full-time teaching experience. The representative college or university supervisor had 9.10 years of service on the college faculty. Their median rank was that of associate professor, and 65.9 per cent of them had doctor of philosophy degrees. About three-fifths of their time was devoted to student teaching supervision and two-fifths to teaching.¹³

Administrators

Administrators as used here refers to those persons in charge of Home Economics Education. In a few cases they are also the head of Home Economics. They take care of administering the program, may supervise student teachers and teach classes, or do all three.

A 1935 study of practices in teacher-training institutions reimbursed from federal funds for vocational education revealed that the average "woman in charge of home economics education has had more than 10 years' experience in home economics and this experience has been gained in high-school teaching and in the direction of student teaching".¹⁴

Teacher Educators

Teacher educators are college teachers who supervise student teachers. They may also teach some methods classes.

¹³Gail M. Inlow, "The College Supervisor of Student Teaching - A Comparative Study," The Journal of Teacher Education, vol. 10, no. 2, 211-213, National Education Association of the United States: Washington, D. C., 1959.

¹⁴United States Department of the Interior, Home Economics Education Courses, Vocational Education Bulletin, no. 187, p. 68, United States Government Printing Office: Washington, D. C., 1936.

Wylie found in a study of 10 teacher educators of the North Atlantic Region that they all held master's degrees in education or home economics education. One had a doctor's degree, and several were working toward it.¹⁵

Their public school experience ranges from one to eleven years, with the mean time four and one-half years. Their experience as teacher educators ranges from one to nineteen years, the average being eight and eight-tenths years.¹⁶

Home economic administrators used in Wylie's study believe that the teacher educators "should have had experience teaching in a subject matter area".¹⁷ She says,

While education staff personnel would like the college teacher of home economics education to have a doctor's degree, home economics administrators realize that this is not a practical expectation at the present time.¹⁸

Supervising Teachers

Supervising teachers refers to high school teachers who supervise student teachers from the college.

Alton made a check of the educational background of the supervising teachers in some teacher training institutions. Master's degrees were possessed by little more than one-half, and the rest had at least 12 hours of graduate work. A course in supervision was taken by supervising

¹⁵Wylie, op. cit., p. 17

¹⁶ibid., pp. 17-18.

¹⁷ibid., p. 56.

¹⁸ibid.

teachers of 44 per cent of the instructions.¹⁹ She said in regard to supervising teachers:

The personality, interest, and education background of the cooperating teacher are of untold value in attaining a successful program. Although the proximity of the public school to the teacher-training, as well as its teaching facilities, must be considered, these are felt to be secondary to the merits of the cooperating teacher.²⁰

A written contract between the college and the cooperating high school superintendent set up by Swain suggests the following qualifications for supervising teachers:

- (a) Graduation from a standard college with at least a major in the subject in which they shall act as critics.
- (b) A year of graduate work done in an approved college or university, in which Education was the major subject and with the subject in which they are to act as critic a minor.²¹

According to Allen, a study of 102 high school home economics supervising teachers in Illinois and Kentucky revealed the following information: "More than two-thirds of the supervising teachers had master's degrees; all were involved in graduate work. The program was responsible in some cases for the teacher's doing graduate work".²²

¹⁹Anna Belle Davis Alton, "Off Campus Student Teaching in Home Economics by some Teacher Training Institutions," Unpublished Master's Thesis, pp. 41-42, Prairie View Agricultural and Mechanical College: Prairie View, Texas, 1956.

²⁰ibid., p. 41.

²¹Virginia Sloan Swain, "A Cooperative Plan between an Independent Liberal Arts College and a Public School for the Training of Home Economics Teachers," Unpublished Master's Thesis, p. 67, The Consolidated University of North Carolina: Greensboro, North Carolina, 1947.

²²Mable Elrod Allen, "Attitudes toward the Supervisory Teacher Program," The Journal of Home Economics, vol. 50, no. 4, 287, American Home Economics Association: Washington, D. C., 1958.

Student Teaching Policies

Policies of the college concerning student teaching has been receiving some consideration, but more study needs to be done in this area. The following information was found in previous studies.

The University of Illinois made changes in the home economics supervised teaching program as enrollment increased and as the enthusiasm of the Agricultural Education Department in its off-campus program was seen. Before 1939 seniors in home economics education were assigned for a semester to a high school class that met daily in one of the local high schools. In 1940 it was decided to use off-campus cooperating schools for most of the students. Several students were sent to the same teaching centers for a period of 5½ weeks for which they received five semester hours of credit. The students remained at the center during this time, but arranged their own transportation to and from the off-campus school. Under this new plan which they adopted, the student teacher was able and encouraged to participate in as many school activities and experiences as possible so as to receive a better indication of what full-time teaching involved. The college supervisor visited each cooperating school at least twice for each group of student teachers. The cooperating teachers were reimbursed a certain amount for each student teacher assigned to them. The student teaching experience was blocked with several methods courses plus living in the home management house. Students were able to carry 14 semester hours. Before the program was put into practice a two week conference was held for cooperating teachers and supervisors on the university campus. The university also

planned to have the cooperating teachers meet at least three times during each semester.²³

After a survey of 20 student teachers in Pennsylvania on the help needed and received by student teachers" was completed, Lingre gave a list of specific proposals for action, or recommendations. Several of them which are of particular interest in this study are:

University supervisors should be given more generous time allotments in their teaching loads for the supervision of student teachers so that they could give "much" help to a larger percentage of the group, thus approaching the fine record of the co-operating teacher in the quality and amount of aid given.

The methods instructors might well direct student-teacher participation in planning the methods courses in an attempt to make these required courses more helpful to a greater number.

The director and/or co-ordinator of student teaching should give consideration to better techniques in the selection of co-operating teachers and to more efficient ways of matching these teachers with student teachers when assignments are made.²⁴

According to Robinson,

Some factors considered in the selection of schools for the training of student teachers are: successful teaching experience and the amount of graduate work taken by the home economics teacher; type of courses in home economics offered in the school system; modern home-economics rooms and equipment; accessibility of the school from the campus and the willingness of the school and teacher to cooperate in the program.²⁵

²³Anna Belle Robinson, "Supervised Teaching in Home Economics at the University of Illinois," *School and Society*, vol. 53, no. 1374, 343-345, The Science Press: Pennsylvania, 1941.

²⁴Norman C. Lingren, "Help Needed and Received by Student Teachers," *The Journal of Teacher Education*, vol. 10, no. 1, 27, National Education Association of the United States: Washington, D. C., 1959.

²⁵Robinson, *op cit.*, p 345.

Size of Schools

Colleges have sought to provide experience in various types of communities for their student teachers. Alton's data revealed that the schools used for off-campus teaching centers were mostly in small towns or in urban communities. However, rural schools were also used by 56 per cent of the colleges.²⁶

Visits to Centers and Distance

A study by Inlow of 38 selected mid-western institutions of higher learning revealed that the college supervisors of student teaching in the secondary school visited student teachers in the centers an average of 5.28 times per term, spending an average of one hour and a half on each visit. The distance traveled to the teaching centers was a mean distance of 19.40 miles, a median of 6.01 miles, and a range of 1-75 miles for universities. For colleges, the distances traveled were 8.07 miles, 4.0 miles, and 1-200 miles respectively.²⁷

In the schools Wylie studied, "The greatest distance from a teaching center to a college was 225 miles".²⁸ The teacher educator responsible for this center sees her students three times in the eight week period.²⁹

She is found in her study of 76 colleges which grant degrees in home

²⁶Alton, op. cit., p. 29.

²⁷Inlow, op. cit., p. 214.

²⁸Wylie, op. cit., p. 31.

²⁹ibid.

economics that the college supervisor holds weekly group conferences with the cooperating teachers and visits the student teachers once a week.³⁰ The writer believes that long distances must not have been a factor in these cases.

According to a study done by Chaddock in 62 colleges in the Central and North Atlantic Regions, "The average number of miles from the campus to off-campus training centers ranged from one-half mile to 110 miles".³¹ The frequency of visits by the home economics college supervisor was reported by 54.10 per cent to be "as needed". Monthly visits were made by 10.82 per cent; twice a month by 24.30 per cent; weekly, 27.05 per cent; twice a week by 5.41 per cent; and daily by 2.71 per cent.³²

Reporting on a survey study of student teaching in off-campus centers from colleges of the Central Region offering degrees in Home Economics Education, Davis and Gibson found that 97 per cent of the colleges maintained off-campus centers for student teaching in home economics, and that 40 per cent of the teacher educators were able to visit the off-campus student teachers for an entire day at a time.³³

³⁰Swain, op. cit., p. 76.

³¹Lillian Riggs Chaddock, "Home Factors Involved in the Supervision and Training of Teachers in Home Economics," Unpublished Master's Problem, p. 24, West Virginia University: Morgantown, West Virginia, 1952.

³²ibid., p. 26.

³³Hilma R. Davis and E. Louise Gibson, "Organization and Supervision of Student Teaching in Home Economics Education in Off-Campus Centers," Unpublished Report, Home Economics Education: Kansas State College of Pittsburg, 1959.

Conferences

Davis and Gibson recommend that conferences and workshops be held to help all supervisors and teacher educators work toward an improved teacher education program, and that a training program for supervising teachers be planned and conducted. They also suggest that the supervisors should meet on campus during the student teaching period to evaluate the program and plan for improvement. The program may be strengthened if the same supervising teachers are used each year.³⁴

Payment

Davis and Gibson's study revealed that 60 per cent of the off-campus home economics supervisors receive some reimbursement for having student teachers.³⁵

Alton found that in more than half of the schools included in her study money was involved in the written agreement between the cooperating schools and the institutions. In 25 per cent of these schools, the cooperating teachers received the money.³⁶

Swain suggests that the college pay the supervising teacher a specified amount of money for each student teacher she supervises and that this should be paid directly to her. She also says,

...the college should supplement the salaries of the principal and the supervising teachers in the cooperating schools.

³⁴ibid.

³⁵ibid.

³⁶Alton, op. cit., pp. 27-28.

(This supplement should represent enough in addition to regular salaries to attract the best teachers and to signify a real professional advancement.)³⁷

In the results of Spencer's study of 12 North Atlantic Colleges, there were 10 which paid their supervising teachers and two which gave them tuition free graduate work at their college. The range of payment to the teachers was from \$25.00 to \$50.00 for each student. In some institutions payment was made by the year in amounts of \$200.00 to \$500.00. The amount depended upon the qualifications of the supervising teacher.³⁸

Student Education Requirements

Education credits here refer to credits taken in professional education. Home Economics Education credits refer to specialized education courses taken. Also under discussion is the grade point average required of students before they do student teaching.

Credits

In a report by Stiles of an investigation carried on by the Department of Education of the University of Wisconsin of 731 students some interesting conclusions were drawn. Those education courses which students believed to be most valuable were methods of teaching and student teaching (including observation and participation in assisting teacher). There were 78 per cent of the senior students enrolled in education that rated the block plan of student teaching as the most valuable education course,

³⁷Swain, op. cit., p. 90.

³⁸Spencer, op. cit., pp. 103-104.

and 93 per cent believed it to be equal or superior to all the courses they had taken in college.³⁹

In a study of 12 southern states, Kent reports that "since 1919 all States have required special methods courses in home economics and supervised teaching in home economics".⁴⁰ However, these requirements did not become effective in all states until after 1927.⁴¹

In the 12 North Atlantic Colleges studied, Spencer found that "Professional education requirement ranged from 18 to 26 semester hours; the median being 21".⁴²

In 1931, an attempt was made by Florence Blazier to determine the exact number of credits required in both general and specialized education courses in teacher training institutions reimbursed from Federal Funds for Vocational Education.

It was found that slightly more than half of the required education credits were in general education courses and correspondingly somewhat less than half in home economics education, although this proportion varied among the different institutions.⁴³

It was also found in this study that

The educational experts who studied the 76 topics agreed that the topics dealing specifically with home economics teaching

³⁹ Lindley J. Stiles, "Attitudes Toward Education Courses," The Journal of Teacher Education, vol. 10, no. 2, 187, National Education Association of the United States: Washington, D. C., 1959.

⁴⁰ Drusilla Cray Kent, A Study of the Results of Planning for Home Economics Education in the Southern States, Published Doctor's Dissertation, p. 48, Bureau of Publication, Teachers College, Columbia University: New York, 1936.

⁴¹ ibid., p. 89.

⁴² Spencer, op. cit., p. 65.

⁴³ United States Department of the Interior, op. cit., p. 16.

problems should be allocated to the home economics education courses; the men who taught general education tended to believe that many of the other topics could best be taught in general education, whereas the home economics education women tended to believe that the majority of these topics could be taught most effectively in a segregated group or should be considered in both general and specialized courses.⁴⁴

Grade Point Average

According to Fordyce, the requirements for admission to the College of Education at the University of Florida is... "an academic average of at least 'C' in education courses, in courses of the declared teaching field, and in total credits".⁴⁵ Besides this they need to present at least six semester hours with a 'C' grade in four areas of general preparation, which involves composition, humanities, personal adjustment, science and mathematics, and social studies. However,

...the admission-counseling program emphasizes need for admission of qualified students by helping potentially capable students to meet the requirements, and for denying admission of when it is clear that the student could make a more important contribution to some other occupation.⁴⁶

More than two-thirds of the undergraduate college students had an over-all grade point average of 2.5 (midpoint between 'C' and 'B') or higher.⁴⁷

Swain reports,

Satisfactory scholastic achievement should be a prerequisite for student teaching. (No student whose scholastic rating falls into the lowest quartile of her class should be permitted to do student teaching.)⁴⁸

⁴⁴ ibid., p. 69

⁴⁵ Joseph W. Fordyce, "Admission to Teacher Education," The Journal of Teacher Education, vol. 10, no. 3, 323, National Education Association of the United States: Washington, D. C., 1959.

⁴⁶ ibid., p. 324.

⁴⁷ ibid., pp. 323-325.

⁴⁸ Swain, op. cit., pp. 91-92.

PROCEDURE

The need for this study having been determined, it became necessary to decide upon the special aspects to be emphasized. This was done through the writer's own observation, suggestions from the home economics education staff and other home economics personnel, and reading accounts of what has been done and what is yet to be done in this area.

In order to bring up-to-date the information concerning colleges and universities training teachers for vocationally approved homemaking departments and the names of the head teacher educators in home economics in the Central Region, a letter was sent to Dr. Johnie Christian, Program Specialist for the Central Region, requesting this information. There were 64 participating colleges and universities. See appendix, Exhibits A and B.

A review of literature was made to determine what similar studies have been made in this area, what studies needed to be made, and the methods for making a study of this nature.

A questionnaire was devised including the points of particular interest on the organization and administration of the Home Economics Teacher Education program. Opportunity was made for expressing satisfactions or dissatisfactions with their programs as well as for "comments" as to the reason. A cover letter explaining the study and requesting assistance was included.

A pilot study was made to test the questionnaire. It was sent to six and returned by five experts in the field of home economics education. (They were head teacher educators outside the Central Region and so would

not be included in the study.) Many helpful suggestions were given as they filled out the questionnaire. There were a few changes made on the original questionnaire after evaluating it in light of the answers received. Thank you letters were sent to these participants. See appendix, Exhibits C, D, E and F.

On February 4th, 1960 the questionnaires were mailed to the 64 colleges and universities of the Central Region. Each was numbered to keep a record of the schools returning them as their names were to be kept confidential. See appendix, Exhibits G and H.

On February 27th, 1960 a follow-up post card was sent to 24 (37.5 per cent) whose replies had not been received. See appendix, Exhibit I.

A second follow-up notice was sent on March 24, 1960 to the nine schools or 14 per cent who had not yet replied. This was in the form of a letter with a copy of the questionnaire and original letter included. See appendix, Exhibit J.

By April 20th, 1960, 61 (95.3 per cent) of the questionnaires had been returned. This was considered the final number.

The results were obtained from the questionnaires by tabulating the raw data and formulating the percentage values. In some cases the range, mean and mode were developed also. The "comments" were grouped with the tallies from the questions. The percentages were rounded off at the third decimal place. All figures were rechecked for accuracy.

Conclusions were drawn from the results. Recommendations were made for the improvement of the lower Economics Teacher Education Program at South Dakota State College as well as for other colleges and universities.

RESULTS

It is hoped that the results obtained from these 61 questionnaires will be meaningful and significant to those interested in this study. The main aim is to show what is being done in these colleges and universities of the Central Region and the satisfactions of the people involved. The writer is not attempting to set up a new program for teacher training in home economics education, but is evaluating the present one. Suggestions for improvement of the program at South Dakota State College will be considered. In dealing with the results, each item on the questionnaire will be considered separately. In some cases the comments given did not appear to coincide with the answers checked. This was perhaps because the answers checked indicated the general over-all picture, where the comments given may bring out exceptions and attempt to clarify the answers.

General Operation

As shown in Table I, home economics education was operated under the General Education Department in ten or 16.4 per cent of the schools. Of these, seven or 70 per cent were satisfied with their arrangement. Some of the comments given by them were: (1) "We work very closely together." (2) "Home Economics Education is a department in the College of Education in the Division of Vocational Education." Two of those answering this were not satisfied with their arrangement. One respondent or 10 per cent was undecided in her satisfaction. The reason given for this was: (1) "We have been in the College of Home Economics until this year." The mean or average number of years they had been under their

present system was 25 and the range was from 1 to 50. The data were insufficient to determine the mode.

TABLE I. OPERATION OF HOME ECONOMICS EDUCATION DEPARTMENT

	No.	%	Mean	Mode	Range
General education	10	16.4			
Satisfied	7	70.0			
Not satisfied	2	20.0			
Undecided	1	10.0			
Years			25.1		1-50
Home economics education	29	47.5			
Satisfied	28	96.5			
Not satisfied	0	0			
Undecided	1	3.5			
Years			21	10 & 30	4-60
Dual appointment	20	32.8			
Satisfied	17	85.0			
Not satisfied	1	5.0			
Undecided	2	10.0			
Years			17.9		2-55
Unanswered	2	3.3			

Those operating under the Home Economics Department or Division were twenty-nine or a percentage of 47.5. Those satisfied with their program were twenty-eight or 96.5 per cent of the respondents. Comments given were: (1) "Close cooperation with the Education Department." (2) "As far as I know we have never been under the Education Department." (3) "All teacher educators on campus work closely together for a unified

program." (4) "The relationship between the subject matter teachers and those in education is excellent." (5) "General policies for student teachers are set up for all departments by the Director of Student Teaching in Education Department, but I make assignments and have complete charge of supervising all home economics student teachers." (6) "But not entirely satisfied. Methods courses are listed as home economics courses. This makes the total number of required home economics courses greater than is required for a major in another department.... Two years ago we were required to cut the number of required home economics courses. Student teaching was then placed under the Education Department although it remains under the direction of the teacher educator in home economics." Only one of the respondents was undetermined in her satisfaction. She explained: (1) "We do things very independently and from time to time our students wonder why the two secondary Education Departments (General and Home Economics) are different. Many special subject matter professors envy us in our situation." Respondent indicated dissatisfaction. The mean number of years they had been under this system was 21, the bimodal frequency was 10 and 30. The range was from 4 to 60.

A dual appointment of the staff members of the General Education Department and the Home Economics Department or Division was the procedure of operation for twenty or 32.8 per cent of the respondents. Seventeen or 83 per cent indicated satisfaction with this arrangement. Some of them commented as follows: (1) "Although not officially so on contract, there has always been a working arrangement of this sort." (2) "Have problems but feel that advantages compensate for them." (3) "Such report is vital to a program in Home Economics Education. Counsel and

assistance from the staff in two departments are invaluable." Only one was not satisfied and two were undecided. The mean number of years they had been under this system was 18. The data were insufficient for determining the mode. The range was from 2 to 55 years.

There were two or 3.3 per cent who did not classify into any of these preceding categories on how their department was operated. They said: (1) "Department of Education is in the School of Arts and Science. Work cooperatively with the School of Home Economics." (2) "We have a Department of Vocational Education in the College of Agriculture with two divisions -- Homemaking Education and Agricultural Education." Neither of them were satisfied with it operating in this manner.

Location

Table II shows the Home Economics Education Department was located in the Home Economics Building in thirty-three or 54.1 per cent of the colleges and universities. There were thirty-one (93.9 per cent) that were satisfied with it there. They said: (1) "We like this arrangement because we see more of our students and other staff members. We know students by sight at least before they come to us as Juniors." (2) "We have plans for adequate quarters in the proposed new Home Economics Building." (3) "Again, presents problems but not serious ones." (4) "'Being at home' in our own subject matter field is important to an effective total Home Economics college program." Some were dissatisfied with this location. Two were undecided in their satisfaction.

The Education Building housed ten or approximately 15 per cent of the home economics education departments. Nine or 90 per cent of them

were satisfied there. They explained: (1) "The staff participates in all the projects in the College of Education. We have so much in common." (2) "Our entire department is located in the Education Building." One was not satisfied with their location, explaining: (1) "Have very poor, sub-standard housing facilities."

TABLE II. LOCATION OF HOME ECONOMICS EDUCATION DEPARTMENT

	No.	%
Home economics building	33	54.1
Satisfied	31	93.9
Not satisfied	0	0
Undecided	2	6.1
Education building	10	16.4
Satisfied	9	90.0
Not satisfied	1	10.0
Undecided	0	0
Other building	18	29.5
Satisfied	12	66.7
Not satisfied	6	33.3
Undecided	0	0
Unanswered	0	0

Those being housed in other buildings were eighteen or a percentage of almost 30. Twelve or 66.7 per cent of those answering were satisfied. They gave the building and explained: (1) "Science Building. We have a new department." (2) "Industrial Arts Building. It was originally planned this way." (3) "Building which is shared with the Mathematics Department and Sciences. Science will eventually be moved." Those not

satisfied with this arrangement were six or a percentage of 33.3. Some of their reasons were: (1) "Science Building. We have outgrown our present location. We expect that larger quarters will be provided in about three years." (2) "Laboratory school is third floor in one building. Home Economics Department is on the third floor of the Practical Arts Building. Child Development Laboratory is in another building." (3) "In an old building with three other departments. Two will move out this year and remodeling will be done." (4) "Third floor Administration Building. The plans for a new Home Economics Building will be in the hands of an architect soon." Some of the other buildings listed were: Mathematics and Science, Practical Arts, Own, Liberal Arts, Industrial Arts, Main, Administration, Classroom, Vocational Arts, and Academic.

Accreditation

Home Economics Education was accredited by the National Council for Accreditation of Teacher Education in forty-five or 73.8 per cent of the institutions as noted on Table III. According to the sixth annual list of the National Council for Accreditation of Teacher Education, only eight of these institutions have been evaluated since the NCATE came into being. The others were transferred from the American Association of Colleges for Teacher Education. Of the eight evaluated and approved, the majority were operated under the Home Economics Department or Division with five, two operated under a dual appointment, and one operated under the General Education Department.⁴⁹ Of those answering in the

⁴⁹National Council for Accreditation of Teacher Education, Sixth Annual List, (Effective July 1, 1959 to June 30, 1960), Mills Building: Washington, D. C.

affirmative, thirty-nine or over 85 per cent were satisfied. One comment given was: (1) "The College of Education is being evaluated this year; our department will be evaluated as a part of the total program." None of them were dissatisfied, and six or 13.3 per cent were undecided. Several comments given by those undecided in their satisfactions were: (1) "Education Department is accredited and therefore as a part we are accredited too." (2) "In so far as I know but cannot converse with others about this."

TABLE III. ACCREDITATION BY THE NATIONAL COUNCIL FOR
ACCREDITATION OF TEACHER EDUCATION

	No.	%
Yes	45	73.8
Satisfied	39	86.7
Not satisfied	0	0
Undecided	6	13.3
No	12	19.7
Satisfied	1	8.3
Not satisfied	7	58.3
Undecided	4	33.4
Unanswered	4	6.5

There were twelve or about 20 per cent of the institutions not accredited by this organization. One was satisfied, over half of them were not satisfied, and four were undecided. Remarks given by those not satisfied are: (1) "Not satisfied with the requirements for Education in the School of Home Economics Curriculum." (2) "I believe we would have

to be part of General Education in order to have this accreditation."

(3) "The accreditation is now being sought by our college." (4) "We are having an inspection late in March 1960." (5) "A Teacher Education Committee has been appointed by the president to proceed with this." (6) "We are now working with consultants for accreditation." Those who were undecided in their satisfaction said: (1) "We expect it to be checked (and accredited) by NCATE sometime within the next two years." (2) "We were examined for accreditation in November and will know the results in March." (3) "The Education Department has been inspected by this group. We expect an answer in May." (4) "Our college is considering applying for this accreditation but the faculty as a whole are not agreed as yet that we should since we are a liberal arts college."

There were four or 6.5 per cent who failed to answer the question.

Size of Staff

As shown on Table IV the number of persons (not including supervising teachers) on the home economics education college or university teaching staff averaged three full-time members per institution for the fifty-four or 88.5 per cent answering. The mode, or most frequently given was one, and the range was from 1 to 8. Thirty or 55.6 per cent of these were satisfied. A percentage of about 30 expressed dissatisfaction, with eight or 14.8 per cent of these responding being undecided. The number of schools listing part-time teaching staff members were twenty-seven or 44.3 per cent of the total. Twelve or 44.45 per cent of them were satisfied, the same proportion being not satisfied, and three or 11.1 per cent that were undecided. The mean number of part-time staff members per

institution for those responding was 1.5, the mode was one, and the range was from 1 to 4. Nine or 14.7 per cent of the colleges and universities had graduate assistants on their teaching staff. Four or 44.45 per cent of them were satisfied with this arrangement, the same proportion being not satisfied. Only one was undecided. The mean number of graduate assistants per institution (for those reporting to have graduate assistants) was 1.8, the mode was one, and the range was from 1 to 3.

The number of Home Economics Education Departments or Divisions having use of a full-time secretary was ten or 16.4 per cent of the total. Six or 60 per cent of those responding were satisfied, three or 30 per cent were not satisfied, and one or 10 per cent were undecided. The average number of full-time secretaries per college (for those having full-time secretaries) was one, the mode was one, and the range was from 1 to 2. There were seven or 11.5 per cent of the institutions reporting use of a secretary for half time. Over one-half of these were satisfied. Two were not satisfied, and one was undecided. The average number of half-time secretaries per institution (for those reporting half-time secretaries) was one, the mode was one, and the range was from 1 to 2. There were twenty-seven or 44.3 per cent of the respondents reporting the use of a secretary for less than half time. The average number per institution for these was one, the mode was one, and the range was from 1 to 5. Ten or 37.05 per cent were satisfied, the same proportion being not satisfied, and over 25 per cent being undecided. There were fifteen or 24.6 per cent who did not answer this particular question so it was assumed they did not have any secretarial help.

TABLE IV. SIZE OF HOME ECONOMICS EDUCATION STAFF

	No.*	%**	Mean/ college	Mode/ college	Range
Teaching staff					
Full-time	54	88.5	2.7	1	1-8
Satisfied	30	55.6			
Not satisfied	16	29.6			
Undecided	8	14.8			
Half-time	27	44.3	1.5	1	1-4
Satisfied	12	44.45			
Not satisfied	12	44.45			
Undecided	3	11.1			
Graduate assistants	9	14.7	1.8	1	1-3
Satisfied	4	44.45			
Not satisfied	4	44.45			
Undecided	1	11.1			
Unanswered	0	0			
Secretary					
Full-time	10	16.4	1.1	1	1-2
Satisfied	6	60.0			
Not satisfied	3	30.0			
Undecided	1	10.0			
Half-time	7	11.5	1.1	1	1-2
Satisfied	4	57.1			
Not satisfied	2	28.6			
Undecided	1	14.3			
Less than half-time	27	44.3	1.1	1	1-5
Satisfied	10	37.05			
Not satisfied	10	37.05			
Undecided	7	25.9			
Unanswered	15	24.6			

*Number answering
 **per cent answering

Comments given by those not satisfied with the number of persons on their home economics education staff were: (1) "We need more staff and secretarial help." (2) "We anticipate a much needed additional graduate assistant next year." (3) "Department has grown faster than budget. One full-time staff member will be added this fall." (4) "I should do all home economics education work and not have other duties the semester I am supervising." (5) "We prefer six full-time members on the staff so that each can teach in fewer areas thereby doing better teaching." (6) "Would like a full-time secretary." (7) "We need another full-time person and a graduate assistant." (8) "This is not adequate for the program and what we are trying to do." (9) "Too little time for preparation - too many different areas taught." A comment given by one whose satisfaction was undetermined was: (1) "We wish we had another person to help with more publications for teachers and more research work. No money in the budget."

Qualifications of Staff

The home economics education staff members who have been considered here were the administrators, the teacher educator and the supervising teachers.

Administrators

The home economics education administrator was required to have a doctor's degree with a major in home economics education in twelve or 19.7 per cent of the institutions as indicated in Table V. Ten or 83.4 per cent of these met this requirement by their present staff member.

One did not meet this requirement, and one did not know (did not answer it).

TABLE V. QUALIFICATIONS OF HOME ECONOMICS EDUCATION
ADMINISTRATORS -- EDUCATION

	No.	%
Doctor's degree - major in HEd.	12	19.7
Requirement met	10	83.4
Requirement not met	1	8.3
Undecided	1	8.3
Doctor's degree - major in HEc.	3	4.9
Requirement met	2	66.7
Requirement not met	0	0
Undecided	1	33.3
Master's degree - major in HEd.	24	39.3
Requirement met	23	95.8
Requirement not met	0	0
Undecided	1	4.2
Master's degree - major in HEc.	8	13.2
Requirement met	7	87.5
Requirement not met	1	12.5
Undecided	0	0
Studied beyond master's degree	11	18.0
Requirement met	9	81.8
Requirement not met	0	0
Undecided	2	18.2
Unanswered	3	4.9

The administrator was required to have a doctor's degree with a major in home economics in three or 4.9 per cent of the institutions. Two or 66.7 per cent of them met this requirement, and one did not answer it.

Those institutions requiring a master's degree with a major in home economics education were twenty-four or a percentage of 39.3. Twenty-three or 95.8 per cent of them met this requirement. Several comments were: (1) "Prefer someone with a doctor's degree with a major in home economics education, but difficult to secure." (2) "Effort will be made to have doctor's degree with next administrator." One did not answer this question.

Master's degree with a major in home economics was required by eight or 13.2 per cent of the institutions. Seven or 87.5 per cent of them met this requirement, and one of them did not.

There were eleven or 18 per cent of the institutions that required their administrators to have studied beyond a master's degree. Nine or about 80 per cent met this requirement, and two or about 20 per cent of them did not answer. The hours of work required beyond a master's degree was given by only one person as being 20 semester hours. Some of the comments were: (1) "A doctor's degree is desired, but none was available when a change was made." (2) "Doctor's degree preferred by college." (3) "Number 5 is stated: She shall have continuous and broadening education and experience, such as study beyond the master's degree, serving as a visiting instructor and helping with workshops." (4) "I have a doctor's degree."

According to Table VI the number of institutions requiring high school teaching experience was thirty-five or 57.4 per cent. There were thirty or 85.7 per cent of them that met this requirement. Two or 5.7 per cent did not meet it, and three or 8.6 per cent did not answer. The average number of years of teaching required was four; the mode, or most frequently named, was three; and the range was from 2 to 6.

TABLE VI. QUALIFICATIONS OF HOME ECONOMICS EDUCATION ADMINISTRATORS -- EXPERIENCE

	No.	%	Mean	Mode	Range
Taught in high school	35	57.4			
Requirement met	30	85.7			
Requirement not met	2	5.7			
Undecided	3	8.6			
Years			3.8	3	2-6
Supervising teacher	24	39.3			
Requirement met	21	87.5			
Requirement not met	1	4.2			
Undecided	2	8.3			
Years			2.7	2	1-9
Taught in college	12	19.7			
Requirement met	10	83.4			
Requirement not met	1	8.3			
Undecided	1	8.3			
Years			(only one answer of 2)		
Unanswered	3	4.9			

There were twenty-four or 39.3 per cent of the institutions that

required their home economics education administrator to have been a supervising teacher. Twenty-one or 87.5 per cent met this requirement, one did not meet it, and two did not answer. The mean number of years required to have been a supervising teacher was three, the mode was two, and the range was from 1 to 9.

In twelve or 19.7 per cent of the institutions the administrator was required to have taught in college. Ten or 83.4 per cent met this requirement, one did not meet it, and one did not answer. Concerning the number of years of college teaching required there was only one answer of two.

Three or 4.9 per cent did not answer the entire question. One reason given was: (1) "Our State Plan is being revised so I can't speak from that point of view."

Another requirement of an institution for their administrator was: (1) "Must have had at least two years of successful experience in an administrative or supervisory capacity."

Teacher Educators

Table VII shows the teacher educators of home economics were required to have a doctor's degree with a major in home economics education in four or 6.5 per cent of the institutions. Three or 75 per cent said they met this requirement, and one or 25 per cent did not answer. One comment given was: (1) "University requirement for permanent staff members is a doctor's. Part-time instructors are doctoral candidates."

None of the institutions required a doctor's degree with a major in home economics.

TABLE VII. QUALIFICATIONS OF HOME ECONOMICS EDUCATION
TEACHER EDUCATORS -- EDUCATION

	No.	%
Doctor's degree - major in HEd.	4	6.5
Requirement met	3	75.0
Requirement not met	0	0
Undecided	1	25.0
Doctor's degree - major in HEc.	0	0
Requirement met	0	0
Requirement not met	0	0
Undecided	0	0
Master's degree - major in HEd.	42	68.9
Requirement met	40	95.2
Requirement not met	0	0
Undecided	2	4.8
Bachelor's degree - major in HEd.	1	1.6
Requirement met	1	100.0
Requirement not met	0	0
Undecided	0	0
Studied beyond master's degree	10	16.4
Requirement met	7	70.0
Requirement not met	0	0
Undecided	3	30.0
Studied beyond bachelor's degree	2	3.3
Requirement met	2	100.0
Requirement not met	0	0
Undecided	0	0
Unanswered	2	3.3

A master's degree with a major in home economics education was required by forty-two or 68.9 per cent of the institutions. Forty or 95.2 per cent had this requirement met, and two did not answer. Some of those meeting the requirement commented: (1) 'One has major in home economics - minor in home economics education. Her assignment makes this acceptable.' (2) 'A doctor's degree is desired, but none available.' (3) 'Prefer at least one year beyond master's.' (4) 'The present teacher educator has more than met the requirements.' (5) 'No written requirements; hold to high standards in selection.' (6) 'State Plan now in process of revision.'

A bachelor's degree with a major in home economics education was required by only one of the schools. This requirement was met.

There were ten or 16.4 per cent of the institutions that required their teacher educators to have studied beyond a master's degree. A percentage of 70 met this requirement, and three or 30 per cent did not answer. There was one answer of six quarter hours of study beyond a master's, and one answer of two years required beyond a master's. Some comments given were: (1) 'Holds doctor's degree.' (2) 'All teachers are expected to have a least one year beyond the master degree in our college. We also require experience with adult vocational classes and supervision of city, state or administrative experience.'

Two or 3.3 per cent of the schools require study beyond a bachelor's degree. Both of them met this requirement. The number of hours of study required was not given.

Table VIII shows the teacher educators were required to have taught in high school in thirty-eight or 62.3 per cent of the institutions. Thirty-six or 94.7 per cent met these requirements, and two did not

answer. The mean number of years of teaching required was four, the mode was three, and the range was 2 to 10.

**TABLE VIII. QUALIFICATIONS OF HOME ECONOMICS EDUCATION
TEACHER EDUCATORS -- EXPERIENCE**

	No.	%	Mean	Mode	Range
Taught in high school	38	62.3			
Requirement met	36	94.7			
Requirement not met	0	0			
Undecided	2	5.3			
Years			3.7	3	2-10
Supervising teacher	25	41.0			
Requirement met	24	96.0			
Requirement not met	0	0			
Undecided	1	4.0			
Years			2.5	2	1-6
Unanswered	2	3.3			

Twenty-five or 41 per cent of the institutions required their teacher educators to have been a supervising teacher. There were twenty-four or 96 per cent who met this requirement, and one respondent that did not answer. The mean number of years of supervising required was 2½, the mode was two, and the range was from 1 to 6.

Two or 3.3 per cent did not answer the entire question. One reason given for that was: (1) "We have only the home economics education administrator. We are required to schedule our students for 1 three hour course in the Department of Education."

Supervising Teachers

The number of years of high school teaching experience required of supervising teachers was answered by fifty-seven or 93.5 per cent of the total as shown on Table IX. The mean number of years was 2.6, the mode was three, and the range was from 0 to 5. Thirty-nine or 68.4 per cent were satisfied with their number, about 15 per cent of them were not satisfied, and the same amount were undecided. The question was not answered by four or 6.5 per cent of the total.

TABLE IX. SUPERVISING TEACHERS TEACHING EXPERIENCE

	No.	%	Mean	Mode	Range
Number answering	57	93.5			
Satisfied	39	68.4			
Not satisfied	9	15.8			
Undecided	9	15.8			
Unanswered	4	6.5			
Years			2.6	3	0-5

One respondent who was satisfied with requiring only one year of experience said: (1) "We usually have supervising teachers with two or more years." Several respondents that were not satisfied with only one year of experience commented: (1) "I think these teachers should have more experience. However, it is impossible to hold to two or three years as we formerly did." (2) "More would be beneficial." (3) "No hard and fast rule is followed. Would like to have more experienced supervisors." One whose satisfaction was undetermined with one year explains, (1) "Two

years is highly desirable. However, this is sometimes not possible due to teacher turnover." Some of those requiring two years of experience who were satisfied said: (1) "However, it is a little low and personally I choose those with three to five years - preferably." (2) "Even though student teachers identify with young effective teachers, we also like to have the maturity and poise that come with experience." (3) "All of ours have much more than this." (4) "Unless exceptionally outstanding - in which case 1½ years is acceptable. Would like good experienced people but turnover is so great this seems impossible. Too, some of our most creative people are younger." (5) "Occasionally we use a one year teacher." (6) "Will probably be reduced to one. We also require some work on master's and a plan for degree." (7) "They all have more." Those not satisfied with two years of experience remarked: (1) "It would be wise for the supervising teachers to have taken some graduate work - perhaps in how to supervise student teachers." (2) "One of these must be in a vocational school. All of our supervisors have had five or more years." (3) "We would prefer a longer period but under present circumstances find it is the best we can do. It has the advantage of giving us young, enthusiastic supervising teachers." One whose satisfaction was undetermined with two years experience answered, (1) "All of mine have had many more years of experience." Some comments from those requiring three years of experience who were satisfied are: (1) "For temporary approval a minimum of two years is required." (2) "This might be lowered." (3) "We believe the supervising teachers needs sufficient experience with the homemaking program plus a desire for having student teachers." (4) "Our supervising teachers have more in both high school and (some) in college

teaching." (5) "If an excellent teacher, two years is acceptable." (6) "Vocational requirement for teachers beginning supervision - all teachers have more." (7) "This experience should include: Work with adults and NHA." One who was undecided in her satisfaction with three years of experience states: (1) "Plus graduate work in curriculum and/or supervision or a master's degree." One institution requiring four years experience that was satisfied said: (1) "Master's degree required." Several of those satisfied with five years experience said: (1) "For permanent approval. A teacher who has had less than five years (2½ - 3 years) is given a three year temporary approval if she meets all other requirements." (2) "Sometimes would like to use a good teacher before she has five years and a master's degree. We require a master's degree." One answering five years experience who was not satisfied said: (1) "We have to use some of them with only two years experience. The turnover of teachers makes it impossible to hold to the specified number of years stated in state plan." Several whose satisfaction was undetermined with five years experience stated: (1) "This is a state requirement in all areas." (2) "Also master's degree. It is difficult to find supervisory teachers with master's degree and five years of experience. Some have temporary permits to take student teachers if they do not fully meet requirements."

Student Teaching Policies

The student teaching policies under consideration in this study were: size of schools used as teaching centers, distance to these centers, the number of visits made to these centers, conferences conducted by the

college for supervising teachers, student teachers' transportation and payment of the supervising teachers.

Size of Schools

As indicated in Table X high school teaching centers with enrollment of less than 50 pupils were used by five or 4.2 per cent of the institutions. Four or 80 per cent were satisfied, none were not satisfied, and one was undecided. The mean number of teaching centers per college in this category was one, the mode and range being also one.

The teaching center high schools having an enrollment between 50-100 pupils were used by eleven or 18 per cent of the colleges or universities. Almost 75 per cent were satisfied, one was not satisfied, and two were undecided. The mean number of teaching centers per college in this category was 2.5, the mode was one, and the range was from 1 to 8.

High schools having an enrollment between 100-200 pupils were used as centers by twenty-nine or 47.5 per cent of the colleges or universities. There were seventeen or 58.6 per cent of the respondents who were satisfied, three or 10.4 per cent not satisfied, and nine or 31 per cent who were undecided. The average number of teaching centers per college in this category was 2.9, the mode was one, and the range was from 1 to 9.

High schools having an enrollment between 200-300 pupils were used as centers by over 50 per cent of the colleges. There were twenty or 60.6 per cent who were satisfied, three or 9.1 per cent not satisfied, and ten or 30.3 per cent who were undecided. The mean number of centers per college was 2.4, the mode was one, and the range was from 1 to 8.

TABLE X. ENROLLMENTS OF TEACHING CENTER HIGH SCHOOLS

	No.	%	Mean	Mode	Range
Less than 50 pupils	5	8.2			
Satisfied	4	80.0			
Not satisfied	0	0			
Undecided	1	20.0			
Centers per college			1	1	1
50-100 pupils	11	18.0			
Satisfied	8	72.7			
Not satisfied	1	9.1			
Undecided	2	18.2			
Centers per college			2.5	1	1-8
100-200 pupils	29	47.5			
Satisfied	17	58.6			
Not satisfied	3	10.4			
Undecided	9	31.0			
Centers per college			2.9	1	1-9
200-300 pupils	33	54.1			
Satisfied	20	60.6			
Not satisfied	3	9.1			
Undecided	10	30.3			
Centers per college			2.4	1	1-8
300-400 pupils	25	41.0			
Satisfied	17	68.0			
Not satisfied	2	8.0			
Undecided	6	24.0			
Centers per college			2.7	1	1-9
More than 400 pupils	45	73.8			
Satisfied	30	66.7			
Not satisfied	6	13.3			
Undecided	9	20.0			
Centers per college			3.9	1	1-23
Unanswered	4	6.5			

Those high schools with an enrollment between 200-400 pupils were used as centers by twenty-five or 41 per cent of the colleges. There were seventeen or 68 per cent who were satisfied, two or 8 per cent not satisfied, and six or 24 per cent undecided. The average number of centers per college was 2.7, the mode was one, and the range was 1 to 9.

The number of respondents using high schools as teaching centers of more than 400 pupils were forty-five or 73.8 per cent. Thirty or 66.7 per cent of them were satisfied, six or 13.3 per cent were not satisfied, and nine or 20 per cent were undecided. The mean number of centers per college was 3.9, the mode was one, and the range was from 1 to 23.

There were four or 6.5 per cent who did not answer this question. One of these gave a comment to explain: (1) "It varies a good deal from small schools to city schools."

The comments for this question were grouped together under those headings of "Satisfied", "Not satisfied", and "Satisfaction undetermined". It was impossible to single out each comment with the category checked as each respondent may have answered several of the groups listed. Those answering that they were satisfied with their arrangement gave some of the following comments: (1) "We need more centers so that we do not have to use the same ones all of the time." (2) "We do not find qualified people in the smaller high schools." (3) "More consolidation of schools is desired." (4) "We are interested in adding a few more centers in the 200-300 pupils and the 300-400 pupils schools by attaching a few of the schools with very large enrollment." (5) "These are not vocational schools." Those answering they were not satisfied with their arrangement

replied: (1) "More versatility needed." (2) "We would prefer small urban centers." (3) "We would prefer some smaller schools because most of our graduates start in smaller schools." (4) "Would like to have all of them more than 100." Several whose satisfactions were undetermined explained: (1) "I feel it is difficult to react 'yes' or 'no' to 'satisfied'. Reaction varies with different situations. Teaching centers have changed somewhat from year to year." (2) "It gives a student teacher some choice in the size of school where they do their teaching."

Distance to Centers

The number of colleges using high schools in the college or university town as teaching centers were twenty-seven or 44.3 per cent as revealed in Table XI. Over one-half of them were satisfied, almost one-fourth were not satisfied, and almost 10 per cent were undecided. The average number of centers per college was 1.6, the mode was one, and the range was 1 to 4.

The number of colleges using high schools less than 10 miles from the campus as teaching centers were twenty or 32.8 per cent. There were fourteen or 70 per cent satisfied with this arrangement, three or 15 per cent not satisfied, and three or 15 per cent undecided. The mean number of centers per college was 1.8, the mode was one, and the range was from 1 to 4.

Approximately one-half of the institutions used high school teaching centers 10 to 25 miles distant. Twenty-one or 70 per cent were satisfied, four were not satisfied, and five were undecided. The average number of centers per college was 2.6, the most frequently named being

TABLE XI. DISTANCES OF TEACHING CENTERS FROM COLLEGE OR UNIVERSITY

	No.	%	Mean	Mode	Range
College town	27	44.3			
Satisfied	16	59.3			
Not satisfied	6	22.2			
Undecided	5	18.5			
Centers per college			1.6	1	1-4
Less than 10 miles	20	32.8			
Satisfied	14	70.0			
Not satisfied	3	15.0			
Undecided	3	15.0			
Centers per college			1.8	1	1-4
10-25 miles	30	49.2			
Satisfied	21	70.0			
Not satisfied	4	13.3			
Undecided	5	16.7			
Centers per college			2.6	1	1-10
25-50 miles	37	60.7			
Satisfied	23	62.2			
Not satisfied	6	16.2			
Undecided	8	21.6			
Centers per college			2.7	1	1-7
50-100 miles	33	54.1			
Satisfied	14	42.4			
Not satisfied	13	39.4			
Undecided	6	18.2			
Centers per college			4.1	1 & 2	1-17
More than 100 miles	18	29.5			
Satisfied	4	22.2			
Not satisfied	8	44.5			
Undecided	6	33.3			
Centers per college			3.7	1	1-4
Unanswered	2	3.3			

one, and the range was from 1 to 10.

There were thirty-seven (60.7 per cent) of the institutions which used high school teaching centers 25 to 50 miles distant. Twenty-three or 62.2 per cent were satisfied, six or 16.2 per cent were not satisfied, and eight or 21.6 per cent were undecided. The mean number of centers per college was 2.7, the mode was one, and the range was from 1 to 7.

The number of colleges and universities using high schools 50 to 100 miles distant from the campus as teaching centers were thirty-three (54.1 per cent). There were fourteen or 42.4 per cent of them that were satisfied with this arrangement, thirteen or 39.4 per cent not satisfied, and six or 18.2 per cent undecided. The mean number of centers per college in this category was 4.1, the bimodal frequency was one and two, and the range was from 1 to 17.

The number of colleges using high schools more than 100 miles from the campus as teaching centers were eighteen (29.5 per cent). Four or 22.2 per cent were satisfied, eight or 44.5 per cent were not satisfied, and six or 33.3 per cent were undecided. The mean number of centers per college was 3.7, the mode was one, and the range was from 1 to 14.

There were two (3.3 per cent) of the participating colleges which did not answer this question.

The comments for this question are grouped similarly to those in the preceding question. Those satisfied with their arrangement of teaching centers gave some of the following comments: (1) "We would prefer all centers within a 50 mile radius." (2) "We want centers which are convenient for supervision; the one center involves too much travel time." (3) "As new centers are added we hope to have them less than 100 miles

from the campus. But we are more concerned with the quality of a center than with the distance from the campus." (4) "Not practical to go beyond 25 miles as the entire collage uses the same centers." (5) "One hundred miles is a long way to go as frequently as is desired." (6) "Our university tries to work within a 30 mile radius." (7) "We like to keep them as close to campus as possible. We also like to keep them in clusters and assign the same supervisor to one general area. These things are sometimes hard to do." Comments given by those not satisfied with their arrangement were: (1) "We prefer less travel, but will not sacrifice quality of program and teaching for mileage reduction." (2) "We would like to have more between 50 and 100 miles." (3) "The teacher educator to date has practically no part in the planning unless the men in charge get completely lost as to what to do in selecting a school." (4) "We would like to have centers closer, but the teachers, departments, and schools do not meet standards." (5) "Too much time is consumed by travel when center is 80 miles from campus." (6) "Distance too far to visit often. Chose the longer distance in order to get good supervising teacher." (7) "We have one center 225 miles from campus. The others above 100 miles are okay."

The directions on the questionnaire requested that a * be placed beside the numbers in which the student teacher travels each day from the campus to the center. However, only one individual responded to this part of the question. The author believes that more of the student teachers do travel each day, and that this part of the question was overlooked by the majority as the directions were not immediately preceding the question.

Visits to Centers

Table XII shows the number of visits made by the teacher educators to the teaching centers for each student teacher was answered by fifty-six or 91.8 per cent of the total participants. There were thirty-six (64.3 per cent) of those who were satisfied with their arrangement, fourteen or a percentage of 25 not satisfied, and six (10.7 per cent) undecided. The mean number of visits made per student teacher was 3.1, the mode was two, and the range was from 0 to 10. Five (8.2 per cent) did not answer the question.

TABLE XII. VISITS TO TEACHING CENTERS BY TEACHER EDUCATOR

	No.	%	Mean	Mode	Range
Number answering	56	91.8			
Satisfied	36	64.3			
Not satisfied	14	25.0			
Undecided	6	10.7			
Unanswered	5	8.2			
Visits per year			3.1	2	0-10

The comments given help to explain the reasons for their satisfactions or dissatisfactions. One person who was satisfied with only one visit said: (1) "Our stable staff of off-campus supervising teachers all have study well beyond the master's degree, and are amply able to mark with independence and skill." Several answering who were not satisfied with only one visit per student teacher explained: (1) "Would like more visits if other factors permitted." (2) "Would like to visit twice."

In each center the college has a co-ordinator who gives full time to co-ordinating and supervising the over-all program. The teacher educator and co-ordinator work together." Those satisfied with two visits said:

(1) "I would like to be able to visit at least three times but I must teach from nine to twelve hours on campus. One day per week is all I can be off campus." (2) "Some students would find a third visit desirable to supplement the guidance of the lesser experienced supervising teachers or help the weaker student teachers." (3) "This year a part-time teacher educator who lives in the western part of the state supervises centers there." (4) "Sometimes an additional trip is made for the adult class visit."

Those not satisfied with two visits explain: (1) "Often would be better." (2) "Would prefer more." (3) "New plan is for three." (4) "Seems best we can do at present since the teacher educator teaches subject matter classes in addition to Home Economics Education." (5) "Hardly adequate." (6) "Teacher educator teaches a full load on campus. Visits are always hurried." (7) "Need more. Teacher's schedule needs revising to allow more time."

Those respondents who were satisfied with three visits give some of the following comments: (1) "We find that three visits for the eight week period of student teaching is sufficient for most student teachers. We make additional trips when necessary." (2) "For full-time student teachers. For students on $\frac{1}{2}$ day assignments I try to visit each student six times. This is usually a visit to only one class, since I teach campus classes. Sometimes I can stay through two classes." (3) "Encourage less (probably two) if supervising teacher is well qualified and experienced in supervision." (4) "We make more to weaker student teachers - perhaps five or six." (5) "We have opportunity to see students

often enough to give help and security expected." (6) "Make more visits when necessary. All visits are $\frac{1}{2}$ day at least." (7) "This seems to be about all there is time for. I spend three complete days with each girl in center." One respondent who was not satisfied with four visits believed: (1) "Probably need more staff time to make more visits." One person who was undecided about her satisfaction with four visits said: (1) "One is made by the Home Economics supervisor and three by supervisor from the Division of Teaching." One institution that was satisfied with five visits said: (1) "This varies as to student need." One institution not satisfied with five visits said: (1) "I would like to do more but have a schedule of 12 to 13 classroom hours in addition to directing student teaching."

Conferences

The number of meetings conducted each year by the college or university for supervising teachers was answered by fifty-seven or 93.5 per cent of the total group as shown in Table XIII. Thirty-three or 57.9 per cent of them were satisfied with their arrangement and number of meetings, twenty or about 35 per cent were not satisfied, and four or 7 per cent were undecided. The mean number of meetings per college per year was 2.2, the mode was one, and the range was from 0 to 11. Four (6.5 per cent) failed to answer the question.

Several of the respondents having no meetings, but desiring to, said: (1) "A planning meeting would be helpful." (2) "Plan to do more in future -- at least one meeting a year is planned." Some comments given by those satisfied with one meeting a year were: (1) "A number of contacts

TABLE XIII. CONFERENCES FOR SUPERVISING TEACHERS

	No.	%	Mean	Mode	Range
Number answering	57	93.5			
Satisfied	33	57.9			
Not satisfied	20	35.1			
Undecided	4	7.0			
Meetings per college			2.2	1	0-11
Unanswered	4	6.5			

are made by letter during the year plus the meeting." (2) "This is a two day work conference." (3) "I spend at least one visit with each before-hand plus the conference each time I visit the student teacher." (4) "Distance, weather, etc. make it difficult to have more than one meeting of all at the college." Those not satisfied with one meeting a year explained: (1) "More would be beneficial." (2) "There is no pre-planning between off-campus supervisor and teacher educator." (3) "Should have more." (4) "We are working toward increasing these contacts." (5) "More meetings would be advantageous." Some of those satisfied with two meetings a year said: (1) "These meetings occur in the fall and spring semesters, are two days in length, and all of us plan and prepare for maximum use of every minute." (2) "We would like to have one each quarter. One is for ~~home~~ economics supervisors and one is general for all." (3) "We have three counting a joint meeting of all ~~home~~ economists. Wish we had more released time for the supervising teacher for conference." (4) "And workshop." (5) "This is most important." (6) "We are so close

geographically that is easy to confer with any one of the supervisors." Several who were not satisfied with two meetings a year explained: (1) "More would be worthwhile." (2) "Additional meetings each semester for group help and evaluation purposes would be desirable." One respondent whose satisfaction was undetermined said: (1) "Prefer more - monthly, but not practical from a time point of view." Some of those who were satisfied with three meetings a year said: (1) "Would like more but time and distance does not permit." (2) "We have an all day meeting each quarter. The supervising teachers get acquainted with the student teachers before they go to the center." (3) "We occasionally held a two day workshop for supervising teachers prior to opening or following closing of school, but we must be realistic about time we can expect them to give." Some comments given by those not satisfied with three meetings were: (1) "Since the college representatives (area supervisor and home economics teacher educator) visit schools and confer with the supervising teachers and administrators, this keeps a contact, but more time could well be spent on program study." (2) "We are planning four this year." (3) "More conferences or group work in summers needed." (4) "Desire at least two per quarter and are working toward that goal slowly." Two who answered that they were satisfied with four meetings per year said: (1) "Varies with need." (2) "The supervising teachers come to the campus twice each semester for a one day workshop."

Student Teachers' Transportation

According to Table XIV there were thirty-seven or 60.6 per cent of the colleges or universities which did not pay any of the student teachers'

transportation to and from the teaching center. Thirty or 81.1 per cent of these were satisfied with their arrangement. Some comments given by these were: (1) "Students usually arrange car-pool transportation among themselves." (2) "This has never been questioned in the five years I've been here." (3) "Our students live in off-campus centers. They commute only under special circumstances and they bear all expenses." (4) "At least at present. If expenses of students in other departments were paid, we would want the same arrangement - none are paid now." There were three or 8.1 per cent of those responding not satisfied with their arrangement. Several of them commented: (1) "At present students who go off-campus have far greater expenses than those who stay on campus." (2) "If assistance were available, the financial burden put on some students would be alleviated, and this would be desirable, although we do not have complaints from students, since they say, 'It's worth it'." Four or 10.8 per cent of the respondents were undecided in their satisfaction. Two of them said: (1) "Probably will not be satisfactory as the program grows and distance becomes greater." (2) "The Education Department trains most of the student teachers in the laboratory school....Some economics has sent only two to public schools."

None of the institutions paid for one-half of the travel expenses.

All of the transportation to and from the teaching centers was paid by twelve or almost 20 per cent of the institutions. There were eleven or 91.7 per cent which were satisfied with their arrangement. Comments ran as follows: (1) "Mileage for one round trip." (2) "To and from one time each." (3) "Regular cars commute daily." One was not satisfied with this arrangement. She said: (1) "We pay all the travel expenses if they teach

at the regular centers....Girls must provide their own transportation if they cannot be placed in a regular center. Many of our girls do not have cars and it limits the centers we can use."

TABLE XIV. PAYMENT FOR STUDENT TEACHERS' TRANSPORTATION

	No.	%
None	37	60.6
Satisfied	30	81.1
Not satisfied	3	8.1
Undecided	4	10.8
Half	0	0
All	12	19.7
Satisfied	11	91.7
Not satisfied	1	8.3
Undecided	0	0
Other	10	16.4
Satisfied	7	70.0
Not satisfied	1	10.0
Undecided	2	20.0
Unanswered	2	3.3

The colleges and universities paying by other means than those mentioned were ten or 16.4 per cent. Seven or 70 per cent were satisfied with their arrangement. Several comments given by these were: (1) "Those who are near enough to commute are transported by the college. The others live off-campus at individual teaching centers and pay any transportation expenses incurred." (2) "If within commuting distance they pay own expenses." (3) "Part - depending on the number of student teachers."

(4) "Each student is allowed 7 cents a mile for one round trip." There was one or 10 per cent not satisfied with their arrangement. She said: (1) "We pay mileage one way for two girls if 25 miles distant. We would prefer to pay transportation to and from the center once." Two or 20 per cent were undecided in their satisfaction. One comment given was: (1) "Seven cents per mile is paid for out-of-town travel on one-half day assignment option -- more for full-time or is city transportation."

There were two who did not answer the question.

Payment of Supervising Teachers

Payment was made by the college or university to supervising teachers for each student teacher in forty-three (70.5 per cent) of the cases as shown in Table XV. There were twenty-six or a percentage of 50.5 which were satisfied with their arrangement, eleven or approximately one-fourth were not satisfied, and six or 13.9 per cent who were undecided. The mean amount paid for each student teacher was \$44.10, the mode or most frequently named amount was \$30.00, and the range was from \$15.00 to \$100.00. One institution paying \$15.00 per year and satisfied with the amount said: (1) "It was worked out by the City Department of Education and co-operative colleges in this area. We realize that this is not adequate compensation to all teachers for service rendered." Another institution paying \$25.00 per student to admit but not satisfied said: (1) "Would like to increase it!" One respondent whose satisfaction was undetermined with \$20.00 said: (1) "I have had no responsibility for this arrangement and have not been aware of dissatisfaction of the part of participating teachers." Several who were not satisfied with \$15.00 explained:

(1) "Paid to the school; the teacher may or may not get it." (2) "Not adequate." (3) "We hope to have it increased." Several who were satisfied with \$30.00 explained: (1) "Per assignment. Each student teacher has three assignments which may be taken with one or more teachers." (2) "For second quarter, full-time student teacher -- \$15.00 for first quarter 'in-town' teaching. We're considering other arrangements. This is the best arrangement at this time." (3) "Better than in some other departments in this area." One respondent who was not satisfied with \$30.00 said: (1) "For those without master's degree. Those with master's are paid \$36.00." Those satisfied with \$35.00 to \$45.00 per student teacher said: (1) "We pay \$35.00 the first year, \$40.00 the second year, and thereafter \$45.00 if they have had recent study." (2) "Whether teacher receives the amount is a matter of local school policy but is highly encouraged by the state department and college." Those schools paying \$50.00 to \$60.00 per student teacher and satisfied with this amount said: (1) "Although we wish we might pay more. We do give them free fees and tuition, travel expenses to visit former student teachers and to attend in-service meetings on campus." (2) "They are paid \$100.00 if they only have one student teacher." (3) "They seem to be satisfied." Those not satisfied with the amounts \$50.00 to \$60.00 per student teacher said: (1) "The honorarium is minimal, and we wish we could pay more in line with the contribution made." (2) "Believe it should be higher. We send only one student teacher to a center each semester." (3) "We want more money for supervision plus an in-service program for all supervisors - a circulating library, opportunity for travel to conference, and opportunity for free summer school study." Comments given by those

respondents whose satisfactions were undetermined with the amounts of \$50.00 to \$60.00 were: (1) "We feel this should be higher although it does give some recognition for service, and the supervising teachers do not complain." (2) "The center receives the money and decides how it is distributed. Some schools pay the individual teacher and others use the money for something used by all the faculty. I do not like this latter plan because some teachers have no student teachers." (3) "In one case the money goes to the general school fund, in the other the teacher herself gets the money. From teachers satisfaction the latter is preferable." One institution which pays \$75.00 per student teacher was satisfied and said: (1) "The school district is given \$75.00 per student. It is recommended that the teacher receive $\frac{3}{4}$ of this. In some communities she gets all of it." One individual who was not satisfied with \$80.00 per student teacher explained: (1) "I do not think this is sufficient."

A set yearly amount was paid to the supervising teachers by the colleges or universities by five or 8.2 per cent of the total answering. Two or 40 per cent of them were satisfied with their arrangement, none were dissatisfied, and three (60 per cent) were undecided. The mean or average amount paid per year was \$337.00, the mode was \$500.00 and the range was from \$45.00 to \$500.00. Several comments given by those paying \$300.00 to \$500.00 per year whose satisfaction was undetermined were: (1) "In addition the school is paid \$500.00." (2) "We pay \$300.00 a year to those with a bachelor's degree, and \$500.00 a year to those with a master's."

TABLE XV. SUPERVISING TEACHER'S PAYMENT FOR STUDENT TEACHERS

	No.*	%**	Mean	Mode	Range
Dollars/student teacher	43	70.5	44.1	50	15-100
Satisfied	26	60.5			
Not satisfied	11	25.6			
Undecided	6	13.9			
Dollars/year	5	8.2	337	500	45-500
Satisfied	2	40.0			
Not satisfied	0	0			
Undecided	3	60.0			
Other	11	18.0			
Satisfied	8	72.7			
Not satisfied	2	18.2			
Undecided	1	9.1			
Unanswered	2	3.3			

*Number answering

**Percent answering

Those institutions paying by other means than for each student teacher or by the year specified the following: \$100.00 each semester; according to the number of credits earned; none; \$30.00 per assignment (each student teacher has three assignments); \$8.00 per credit hour; \$10.00 per student teacher per credit; \$25.00 to school for each student teacher. There were eleven or 18 per cent of the institutions which answered in this manner. Satisfaction was expressed by almost 75 per cent of them, two were not satisfied, and one was undecided. A comment given by one satisfied with their arrangement explained: (1) 'We pay \$100.00 each semester they have student teachers. We like this better

than to pay by the number of student teachers each year as formerly was the policy." Several not satisfied with their arrangement said: (1) "We are approved for vocational teacher training but not re-imburSED since we are a private institution, so we can give nothing." (2) "We pay nothing to the teachers out in the state centers. Our student teachers are there only one week. The city schools are paid by the university for one class period daily. This amount varies according to the teacher's salary. The school then pays their teachers a certain sum for each student teacher. I think all the supervising teachers should be paid something for their work with student teachers."

There were two not answering the question.

Student Education Requirements

The student education requirements considered in this study were the total number of education credits, the number of professional education credits, and the grade point average.

Total Education Credits

Table XVI shows the number of education credits required of students graduating in home economics education was answered by sixty or 98.4 per cent of the total. Forty or 66.7 per cent of them were satisfied with their requirement, fifteen or 25 per cent were not satisfied, and five or 8.3 per cent were undecided. One did not answer the question. The mean number of quarter hours required was about 27, the bimodal frequency was 21 and 23, and they ranged from 18 to 39 hours. The mean number of semester hours was 21.5, the mode was 18, and the range was from 5 to 51.

The writer wondered how there could be such a wide range in hours required.

TABLE XVI. TOTAL NUMBER OF EDUCATION CREDITS REQUIRED

	No.	%	Mean	Mode	Range
Number answering	60	98.4			
Satisfied	40	66.7			
Not satisfied	15	25.0			
Undecided	5	8.3			
Quarter hours			27.1	21 & 23	18-39
Semester hours			21.5	18	5-53
Unanswered	1	1.6			

Some comments given by those not satisfied with 21 to 39 quarter hours were: (1) "Does not include educational psychology or philosophy as such. These are needed." (2) "It is too high." (3) "We would like to re-distribute and perhaps slightly decrease the number." (4) "Professional education hours can be consolidated." (5) "We think this is too many." Those who were satisfied with 8 to 20 semester hours said: (1) "State Certification required 18 hours." (2) "We hope to expand the electives in home economics education." (3) "May change - the college is encouraging additional hours." (4) "Electives within the education sequence are being offered." (5) "We would like a two hour course in Adult Education added." (6) "Hope it does not increase." Those not satisfied with 16 to 20 semester hours said: (1) "State requires 19. Would prefer less." (2) "Need more student teaching experience - as more education courses." (3) "Trying to refine general education hours." One

institution which was satisfied with 21 semester hours said: (1) "Of this 21 hours one 3 credit course is in the Home Economics Department in Curriculum and Methods; 18 hours are in Education of which seven hours are student teaching, supervised by our department. We advise two additional hours of Junior High School teaching." Several that were not satisfied with 21 to 30 semester hours said: (1) "We think it could be reduced." (2) "We are trying to reduce hours." (3) "Seems too high." (4) "Feel that general requirements could be condensed."

Professional Education Credits

According to Table XVII the number of education credits taken which relate directly to home economics were checked by fifty-nine or 96.7 per cent of the total. Forty-one or 69.5 per cent of the respondents were satisfied with their arrangement, six or 10.2 per cent were not satisfied, and twelve or 20.3 per cent were undecided. Two did not answer the question. The mean number of quarter hours taken was 12.4, the mode was 10 and 18, and the range was from 0 to 22. The mean number of semester hours taken was 12.4, the bimodal frequency was eight and 12, and the range was from 4 to 44. Here again was a wide range in the hours taken. This question may have been misinterpreted in a few cases to have meant total home economics credits. However, as the same institutions which reported a high number of credit hours in home economics education also reported a high number of credits in education, this explanation is somewhat questionable.

Comments given by several respondents that were satisfied with 9 to 13 quarter hours were: (1) "Includes student teaching, 5 hours; and

methods, 5 hours." (2) "A one or two hour course would be desirable following student teaching." Several that were not satisfied with 10 to 21 quarter hours explained: (1) "We would like to redistribute and perhaps slightly decrease the number." (2) "We are studying these requirements with the idea of cutting out duplication - reducing hours if it is possible." (3) "This includes methods and directed teaching. More credit is needed in methods." Those that were satisfied with 5 to 13 semester hours said: (1) "Five hours of methods and eight of student teaching." (2) "We are interested in increasing the length of the student teaching experience...." (3) "Actually it is low - student teaching is all in home economics (but listed in catalog under education) by home economics personnel." One who was not satisfied with 5 semester hours said: (1) "We need some course or seminar as a follow-up to student teaching."

TABLE XVII. NUMBER OF HOME ECONOMICS EDUCATION CREDITS OFFERED

	No.	%	Mean	Mode	Range
Number answering	59	96.7			
Satisfied	41	69.5			
Not satisfied	6	10.2			
Undecided	12	20.3			
Quarter hours			12.4	10 & 18	0-22
Semester hours			12.4	8 & 12	4-44
Unanswered	2	3.3			

Grade Point Average

The grade point average which students were required to have before student teaching, based on 4=A, 3=B, 2=C, and 1=D, was answered by forty-four or 72.1 per cent of the total as shown in Table XVIII. Thirty or 68.2 per cent of those responding were satisfied with their requirement, nine or 20.4 per cent were not satisfied, and five or 11.4 per cent were undecided. The mean grade point average was 2.2, the mode was two, and the range was from 2 to 3. Some comments given by those respondents requiring 2 to 2.1 grade point average who were satisfied with their requirement were: (1) 'We are just starting this and expect to raise it. At present it is satisfactory. According to the State Plan our girls have to have a 2.5 grade point average for a vocational certificate.' (2) 'With present data we do not feel that we have sufficient evidence to support a higher grade point average.' (3) 'In both major and minor.' (4) 'For two semesters preceding.' (5) 'There are many excellent teachers in the average category.' Those who were not satisfied with a grade point average of 2 to 2.1 said: (1) 'Should be 2.5 at least.' (2) 'A three point average would be preferable.' (3) 'We would prefer a B average, but this seems quite impossible.' (4) 'We would like to raise the grade point average - 2.1 now required for professional courses and a 2.0 for academic courses.' Comments made by those satisfied with a 2.2 to 2.5 grade point average were: (1) 'This grade point has just been raised from 2.1.' (2) 'We would not object to raising it if it seemed feasible.' (3) 'We believe a student must have an understanding (etc.) of the home economics field before she will be able to teach in the field.' (4) 'If it were definitely adhered to it would be well. I have requested

permission to screen students but the Head of the Home Economics Department frowns on it." (5) "This policy eliminates the academically non-qualified student in general, yet exceptions are made where teaching potential seems strong." (6) "Just been raised - also have to maintain this a semester before can go student teaching." Several that were not satisfied with a 2.3 to 2.5 grade point average said: (1) "We would like it higher - and some other basis for selection of prospective teachers." (2) "We are planning to increase this." One institution requiring a 3 grade point average and satisfied explained: (1) "A B average in major, C in other disciplines."

TABLE XVIII. GRADE POINT AVERAGE REQUIRED BEFORE STUDENT TEACHING

	No.*	%**	Mean	Mode	Range
Based on (4=A, 3=B, 2=C, 1=D)	44	72.1	2.2	2.0	2.0-3.0
Satisfied	30	68.2			
Not satisfied	9	20.4			
Undecided	5	11.4			
Based on (3=A, 2=B, 1=C, 0=D)	14	23.0	1.2	1.0	1.0-2.0
Satisfied	11	78.6			
Not satisfied	0	0			
Undecided	3	21.4			
Unanswered	3	4.9			

*Number answering

**Per cent answering

The grade point average which students were required to have before student teaching, based on 3=A, 2=B, 1=C, and 0=D, was answered by fourteen or almost one-fourth of the total included in this study. Eleven (78.6 per cent) were satisfied with their requirement, none were dissatisfied, and three were undecided. The mean grade point average was 1.2, the mode was 1, and the range was from 1 to 2. A comment given by one respondent answering to the requirement of 1 grade point average was: (1) "Two semesters preceding." One institution requiring a grade point average of 1.25 said: (1) "We have just made this a new requirement. I am afraid it will cut down on the number we train, how seriously I can not say now. (We are hoping it will encourage better scholarship.)"

There were three or 4.9 per cent which did not answer the question.

SUMMARY AND CONCLUSIONS

The following conclusions have been drawn from this study of the organization and administration of the Home Economics Teacher Education program in the Central Region:

1. Home economics education was operated most frequently under the Home Economics Department or Division, next often under a dual appointment of the staff members of the General Education Department and the Home Economics Department or Division, and least often under the Education Department. The frequencies of satisfaction followed the same order.
2. The Home Economics Department was located most frequently in the Home Economics Building, next often in various other buildings, and least often in the Education Building. The satisfactions were greatest in the Home Economics Building, next in the Education Building, and least in the various other buildings.
3. The majority of the Home Economics Education Departments were accredited by the National Council for Accreditation of Teacher Education. None of them were dissatisfied, but some did not state they were satisfied. The majority who were not accredited as yet desired to be so.
4. There were 54 of the 61 institutions having full-time teaching staff members with an average of three per college or university. The number of schools listing part-time teaching staff members was 27 with an average of $1\frac{1}{2}$ per institution.

Graduate assistants were reported to be a part of the staff by nine of the institutions with an average of two per school. Ten of the schools reported having a full-time secretary, seven reported having the use of a secretary for half-time, and 27 reported the use of a secretary for less than half-time. In all cases, there was a high percentage of those not satisfied as they needed more help.

5. The home economics education administrator was required to have a master's degree with a major in home economics education in the majority of institutions. A doctor's degree with a major in home economics education was next most frequently required, study beyond a master's degree next most often, then a master's degree with a major in home economics and least often required was a doctor's degree in home economics. The requirements were met most often in the following order: master's degree with a major in home economics education, master's degree with a major in home economics, doctor's degree with a major in home economics education, studied beyond a master's degree, and doctor's degree with a major in home economics.
6. The home economics teacher educators were required to have a qualification in the following order of preference: a master's degree with a major in home economics education in the majority of institutions; to have studied beyond a master's degree; a doctor's degree with a major in home economics education; to have studied beyond a bachelor's degree; a bachelor's degree with a major in home economics education.

A doctor's degree with a major in home economics was not required in any of the cases. The requirements were met most often in the following order: studied beyond a bachelor's degree and a bachelor's degree with a major in home economics education were met 100 per cent; master's degree with a major in home economics education; doctor's degree with a major in home economics education; and studied beyond a master's degree.

7. The supervising teachers were required to have taught in high school an average of about 24 years to qualify for the position.
8. The highest percentage of colleges and universities used high schools as teaching centers with enrollments of more than 400 pupils, between 200-300 pupils, and between 100-200 pupils. In the five schools of less than 50 pupils the highest percentage of satisfaction was recorded.
9. The largest number of colleges and universities used high schools as teaching centers which were 25-50 miles distant. The next most often listed was 50-100 miles, and schools over 100 miles distant were used by the fewest number. Generally speaking, the greater the mileage, the fewer the satisfactions.
10. The average number of visits made by the teacher educator to the teaching center was about three. Some respondents believed they needed more, but were unable to because of time and distance factors.
11. The colleges and universities conducted an average of about two meetings per year for their supervising teachers. Slightly over one-half were satisfied with this number. Some of the

respondents believed the number was not sufficient.

12. The majority of colleges and universities did not pay any of the student teachers' transportation to the centers. The highest percentage of satisfaction, however, was found in those paying all the travel expenses.
13. The majority of colleges and universities paid the supervising teachers for each student teacher rather than by the year or any other means. An average of \$44.10 was the amount paid. Three-fifths of these were satisfied with their method and amount. Most dissatisfactions were expressed in not being able to pay the supervising teacher more.
14. The total number of education credits required of the students varied greatly among the colleges and universities, the averages being about 27 quarter hours, and 21 semester hours. Approximately three-fifths were satisfied with their arrangement.
15. The number of home economics education credits offered to students also varied greatly among the colleges and universities, the average being about 12½ in both quarter and semester hours. Approximately three-fifths of them were satisfied with their arrangement.
16. The majority of colleges and universities based their grade point average on 4=A, 3=B, 2=C, 1=D. The all-over grade point average required of students before student teaching was a 2.2, or C. Over one-half were satisfied with their requirement, but many desired it to be higher.

RECOMMENDATIONS

In light of the results obtained in the study recommendations are made for the improvement of teacher education at South Dakota State College and other colleges and universities.

Recommendations For South Dakota State College*

1. The Home Economics Education Department continue to operate under the Division of Home Economics and to work toward accreditation in the National Council for Accreditation of Teacher Education.
2. The Home Economics Education Department be located in the new Home Economics Building, as planned.
3. The student teaching centers be less than 100 miles from campus if qualified supervising teachers and schools are available.
4. The supervising teachers be paid more for cooperating with the college in order to meet the average for the colleges and universities in the Central Region.
5. The amount of staff or secretarial help be increased.

Recommendations For Other Colleges and Universities

1. Work toward national accreditation.
2. Strive for the highest standards possible for centers and

*See "Introduction" for present program.

supervisory personnel in their area.

3. Hold more conferences for supervising teachers where the need is felt.
4. Strive to bring payments (for working with student teachers) of supervising teachers at least to the average paid in the region.
5. Work together nationally toward more uniform standards for the teacher education program in home economics.

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APPENDIX

Exhibit A**Request for Names and Addresses**

**Home Economics Education Department
South Dakota State College
December 18, 1959**

**Dr. Johnie Christian
Program Specialist, Central Region
Bureau of Home Economics
Department of Health, Education, and Welfare
U. S. Office of Education
Washington 25, D. C.**

Dear Dr. Christian:

Will you please send to me a list of the administrators in home economics education in colleges and universities in the Central Region who train high school teachers for vocationally approved homemaking departments.

The addresses will be used to obtain information for my research "A study of the organization and administration of home economics teacher education in the Central Region -- with implications for improvement at South Dakota State College".

A self-addressed envelope is enclosed for your convenience.

Thank you.

Sincerely,

**Carol Spomer
Graduate Student**

Exhibit B

Colleges and Universities Used in Study

Institutions of the Central Region approved by State Boards for Vocational Education for the training of Vocational Teachers of Home Economics

Reimbursed

Illinois.....Western Illinois University, Macomb
University of Illinois, Urbana
Illinois State Normal University, Normal
Northern Illinois State Teachers College, DeKalb
Southern Illinois University, Carbondale
Eastern Illinois University, Charleston

Indiana.....Ball State Teachers College, Muncie
Indiana University, Bloomington
Indiana State Teachers, Terre Haute
Purdue University, Lafayette

Iowa.....Iowa State University, Ames
Iowa State Teachers College, Cedar Falls

Kansas.....University of Kansas, Lawrence
Kansas State Teachers College, Pittsburg
Kansas State College, Manhattan
Kansas State Teachers College, Emporia

Kentucky.....University of Kentucky, Lexington
Kentucky State College, Frankfort

Michigan.....Michigan State University, East Lansing
Western Michigan University, Kalamazoo

Minnesota.....University of Minnesota, St. Paul
University of Minnesota, Duluth
Mankato State College, Mankato

Missouri.....University of Missouri, Columbia
Northwest Missouri State College, Maryville
Central Missouri State College, Warrensburg
Northeast Missouri State Teachers College, Kirksville
Southwest Missouri State College, Springfield
Lincoln University, Jefferson City

Nebraska.....University of Nebraska, Lincoln
State Teachers College, Kearney

North Dakota..State Agricultural College, Fargo

Ohio.....Ohio State University, Columbus
Ohio University, Athens
Bowling Green State University, Bowling Green
Miami University, Oxford

South Dakota..South Dakota State College, Brookings

Not Reimbursed

Illinois.....Millikin University, Decatur
MacMurray College, Jacksonville
Carthage College, Carthage

Kentucky.....Berea College, Berea
Eastern Kentucky State College, Richmond
Western Kentucky State College, Bowling Green
Murray State College, Murray
Morehead State College, Morehead
University of Louisville, Louisville

Michigan.....Eastern Michigan University, Ypsilanti
Northern Michigan College, Marquette
Central Michigan University, Mt. Pleasant
Wayne State University, Detroit
Albion College, Albion

Minnesota.....College of St. Catherine, St. Paul
College of St. Scholastica, Duluth
St. Olaf College, Northfield
Augusta College, Minneapolis

Missouri.....Southeast State College, Cape Girardeau
Lindenwood College, St. Charles

North Dakota..University of North Dakota, Grand Forks

Ohio.....University of Cincinnati, Cincinnati
Ohio Wesleyan University, Delaware
University of Dayton, Dayton

Wisconsin.....Stout State College, Menomonie
University of Wisconsin, Madison
Wisconsin State College, Stevens Point

Exhibit C**Pilot Study Introductory Letter**

**Economics Education Department
South Dakota State College
December 31, 1959**

Dear _____:

This is a pilot study to evaluate my questionnaire before using it in my research.

Mrs. Lilyan K. Galbraith, my advisor, suggested you might be willing to help.

I would appreciate it very much if you would carefully fill out the enclosed form and return it in the enclosed self-addressed envelope.

Thank you.

Sincerely,

**Carol Spomer
Graduate Student**

ORGANIZATION AND ADMINISTRATION OF HOME ECONOMICS TEACHER EDUCATION
IN THE CENTRAL REGION

82

Definitions:

Supervising teacher - the resident high school teacher who supervises student teachers.

Teacher educator - the college teacher who supervises student teachers.

Student teacher - college student who observes and teaches in a high school under supervision for a period of time.

Teaching center - high school where college students do their student teaching.

PART I

Directions: Place a check(✓) in the blanks before the statements which apply to your particular situation, and fill in the blanks where so indicated. We will appreciate your "comments" concerning your satisfaction on the various aspects of your program.

A. Our Home Economics Education Department is operated:

- ☐ 1. Under the General Education Department.
☐ 2. Under the Home Economics Department(Division).
☐ 3. Under a dual appointment of the staff members of the General Education Department and the Home Economics Department(Div.).
Number of years under present system _____.

We are satisfied with this arrangement:

- ☐ a. Yes
☐ b. No

Comments: _____

B. Our Home Economics Education Department is located:

- ☐ 1. In the Home Economics Building.
☐ 2. In the Education Building.
☐ 3. Other. Specify _____

We are satisfied with this arrangement:

- ☐ a. Yes
☐ b. No

Comments: _____

C. Our Home Economics Education is in a department which is accredited:

- ☐ 1. Yes. By whom? _____
☐ 2. No

We are satisfied with this arrangement:

- ☐ a. Yes
☐ b. No

Comments: _____

D. The Home Economics Education Administrator at our college is required to have: (Refer to State Plan)

- ☐ 1. Doctor's degree with a major in Home Economics Education.
- ☐ 2. Master's degree with a major in Home Economics Education.
- ☐ 3. Studied beyond a master's degree. Quarter or semester hours.
- ☐ 4. Taught in high school. Number of years .
- ☐ 5. Been a supervising teacher. Number of years .
- ☐ 6. Taught in college. Number of years .

These requirements are met by the present staff member:

- ☐ a. Yes
- ☐ b. No

Comments: _____

E. The teacher educators of Home Economics at our college (or university) are required to have: (Refer to State Plan)

- ☐ 1. Doctor's degree with a major in Home Economics Education.
- ☐ 2. Master's degree with a major in Home Economics Education.
- ☐ 3. Bachelor's degree with a major in Home Economics Education.
- ☐ 4. Studied beyond a master's degree. Quarter or semester hours.
- ☐ 5. Studied beyond a bachelor's degree. Quarter or semester hours.
- ☐ 6. Taught in high school. Number of years .
- ☐ 7. Been a supervising teacher. Number of years .

These requirements are met by the present staff members:

- ☐ a. Yes
- ☐ b. No

Comments: _____

F. The college (or university) pays the student teachers' transportation to and from the teaching center for:

- ☐ 1. None of the travel expenses.
- ☐ 2. Half of the travel expenses.
- ☐ 3. All of the travel expenses.
- ☐ 4. Other. Specify _____

We are satisfied with this arrangement:

- ☐ a. Yes
- ☐ b. No

Comments: _____

PART II

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Directions: In the blanks below, place the correct number before the statements as it applies to your particular situation. Check() the satisfactions as in Part I. Also * the numbers in question B in which the student teacher travels each day from the campus to the center.

A. The number of teaching center high schools having enrollments falling in the following categories is:

- ☐ 1. Less than 50 pupils.
- ☐ 2. Between 50-100 pupils.
- ☐ 3. Between 100-200 pupils.
- ☐ 4. Between 200-300 pupils.
- ☐ 5. Between 300-400 pupils.
- ☐ 6. More than 400 pupils.

We are satisfied with this arrangement:

- ☐ a. Yes
- ☐ b. No

Comments: _____

B. The number of teaching centers at various distances from the college(or university)is:

- ☐ 1. In the college(or university)town.
- ☐ 2. Less than 10 miles from campus.
- ☐ 3. Between 10-25 miles from campus.
- ☐ 4. Between 25-50 miles from campus.
- ☐ 5. Between 50-100 miles from campus.
- ☐ 6. More than 100 miles from campus.

We are satisfied with this arrangement:

- ☐ a. Yes
- ☐ b. No

Comments: _____

C. The approximate number of visits made by the teacher educator to the center during a student-teaching period is:_____.

We are satisfied with this arrangement:

- ☐ 1. Yes
- ☐ 2. No

Comments: _____

D. The amount paid by our college(or university)to supervising teachers for working with student teachers is:

- ☐ 1. Dollars per student teacher.
- ☐ 2. Dollars per year.
- ☐ 3. Other. Specify_____

We are satisfied with this arrangement:

- ☐ a. Yes
- ☐ b. No

Comments: _____

- E. The number of years of high school teaching experience required of supervising teachers is:_____.

We are satisfied with this requirement:

___ 1. Yes

___ 2. No

Comments: _____

- F. The number of meetings conducted each year by the college(or university)for supervising teachers is:_____.

We are satisfied with this arrangement:

___ 1. Yes

___ 2. No

Comments: _____

- G. The number of persons(not including supervising teachers)on our Home Economics Education college(or university)staff is:

Teaching Staff-

Secretary-

___ 1. Full time.

___ 1. Full time.

___ 2. Part time.

___ 2. Half time.

___ 3. Graduate assistants.

___ 3. Less than half time.

We are satisfied with this arrangement:

___ a. Yes

___ b. No

Comments: _____

- H. The number of education credits required of our students graduating in Home Economics Education is _____quarter or _____semester hours.

We are satisfied with this requirement:

___ 1. Yes

___ 2. No

Comments: _____

- I. The number of education credits taken which relate directly to Home Economics is _____quarter or _____semester hours.

We are satisfied with this arrangement:

___ 1. Yes

___ 2. No

Comments: _____

- J. The grade point average which students are required to have before student teaching is _____ (Based on 4=A, 3=B, 2=C, 1=D).

or _____ (Based on 3=A, 2=B, 1=C, 0=D).

We are satisfied with this requirement:

___ 1. Yes

___ 2. No

Comments: _____

Exhibit E

Pilot Study Participants

Experts in the Field of Home Economics Education Working in Institutions outside the Central Region

Dr. Sara Ann Brown, West Virginia University, Morgantown, West Virginia

Dr. Laura Drummond, Columbia University, New York

Miss Mable A. Hastie, Farmington State Teachers College, Farmington, Maine

Dr. Druzilla Kent, University of Tennessee, Knoxville, Tennessee

Miss Reva Belle Neely, Marshall College, Huntington, West Virginia

Exhibit F**Pilot Study Thank You Letter**

**Home Economics Education Department
South Dakota State College
February 16, 1960**

Dear _____:

I want to express my appreciation to you for participating in my pilot study concerning the "Organization and Administration of Home Economics Teacher Education in the Central Region".

Your responses have helped considerably in improving my questionnaire.

Thank you.

Sincerely,

**(Mrs.) Carol Spomer
Graduate Student**

Introductory Cover Letter

88

Home Economics Education Department
South Dakota State College
Brookings, South Dakota
February 4, 1960

Dear

Will you take a few minutes from your busy schedule to fill out the enclosed form? The information will be used to guide us in the improvement of the organization and administration of home economics teacher education in our college. We believe your answers will be of utmost importance to us.

We are including in this study the colleges or universities of the Central Region whose Home Economics Education Departments are approved for vocational training.

The information you give us will be kept confidential, and will be reported only in the form of statistical summaries. We are not asking you to sign this form, but have them numbered so that we may know which schools have returned them. The information received will be available in thesis form at South Dakota State College Library. However, a copy of the results will be mailed to you if you indicate a desire for them at the end of the questionnaire.

Thank you for the time and thought we know you will give to your answers. May we have the questionnaire returned in the enclosed self-addressed envelope at your earliest convenience.

Sincerely,

Carol Spomer
Carol Spomer
Graduate Student

and

Lilyan K. Galbraith
(Mrs.) Lilyan K. Galbraith, Head
Home Economics Education Department

ORGANIZATION AND ADMINISTRATION OF HOME ECONOMICS TEACHER EDUCATION
IN THE CENTRAL REGION

Definitions:

Supervising teacher - the resident high school teacher who supervises student teachers.

Teacher educator - the college teacher who supervises student teachers.

Student teacher - college student who observes and teaches in a high school under supervision for a period of time.

Teaching center - high school where college students do their student teaching.

PART I

Directions: Place a check(✓) in the blanks before the statements which apply to your particular situation, and fill in the blanks where so indicated. We will appreciate your "comments" concerning your satisfaction on the various aspects of your program.

A. Our Home Economics Education Department is operated:

- ☐ 1. Under the General Education Department.
- ☐ 2. Under the Home Economics Department(Division).
- ☐ 3. Under a dual appointment of the staff members of the General Education Department and the Home Economics Department(Div.).

Number of years under present system_____.

We are satisfied with this arrangement:

- ☐ a. Yes
- ☐ b. No

Comments:_____

B. Our Home Economics Education Department is located:

- ☐ 1. In the Home Economics Building.
- ☐ 2. In the Education Building.
- ☐ 3. Other. Specify_____

We are satisfied with this arrangement:

- ☐ a. Yes
- ☐ b. No

Comments:_____

C. Our Home Economics Education Department is accredited by the National Council for Accreditation of Teacher Education:

- ☐ 1. Yes
- ☐ 2. No

We are satisfied with this arrangement:

- ☐ a. Yes
- ☐ b. No

Comments:_____

D. The Home Economics Education Administrator at our college(or university) is required to have: (Refer to State Plan)

- ☐ 1. Doctor's degree with a major in Home Economics Education. Or-
- ☐ 2. Doctor's degree with a major in Home Economics. Or-
- ☐ 3. Master's degree with a major in Home Economics Education. Or-
- ☐ 4. Master's degree with a major in Home Economics. Or-
- ☐ 5. Studied beyond a master's degree. Quarter____or semester____ hours.
- ☐ 6. Taught in high school. Number of years____.
- ☐ 7. Been a supervising teacher. Number of years____.
- ☐ 8. Taught in college. Number of years____.

These requirements are met by the present staff member:

- ☐ a. Yes
- ☐ b. No

Comments: _____

E. The teacher educators of Home Economics at our college(or university) are required to have: (Refer to State Plan)

- ☐ 1. Doctor's degree with a major in Home Economics Education. Or-
- ☐ 2. Doctor's degree with a major in Home Economics. Or-
- ☐ 3. Master's degree with a major in Home Economics Education. Or-
- ☐ 4. Bachelor's degree with a major in Home Economics Education. Or-
- ☐ 5. Studied beyond a master's degree. Quarter____or semester____ hours. Or-
- ☐ 6. Studied beyond a bachelor's degree. Quarter____or semester____ hours.
- ☐ 7. Taught in high school. Number of years____.
- ☐ 8. Been a supervising teacher. Number of years____.

These requirements are met by the present staff members:

- ☐ a. Yes
- ☐ b. No

Comments: _____

F. The college(or university) pays for the student teachers' transportation to and from the teaching center for:

- ☐ 1. None of the travel expenses.
- ☐ 2. Half of the travel expenses.
- ☐ 3. All of the travel expenses.
- ☐ 4. Other. Specify_____

We are satisfied with this arrangement:

- ☐ a. Yes
- ☐ b. No

Comments: _____

PART II

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Directions: In the blanks below, place the correct number before the statements as it applies to your particular situation.
Check(✓) the satisfactions as in Part I.
Also * the numbers in question B in which the student teacher travels each day from the campus to the center.

- A. The number of teaching center high schools having enrollments falling in the following categories is:

- ☐ 1. Less than 50 pupils.
- ☐ 2. Between 50-100 pupils.
- ☐ 3. Between 100-200 pupils.
- ☐ 4. Between 200-300 pupils.
- ☐ 5. Between 300-400 pupils.
- ☐ 6. More than 400 pupils.

We are satisfied with this arrangement:

- ☐ a. Yes
- ☐ b. No

Comments: _____

- B. The number of teaching centers at various distances from the college(or university) is:

- ☐ 1. In the college(or university) town.
- ☐ 2. Less than 10 miles from campus.
- ☐ 3. Between 10-25 miles from campus.
- ☐ 4. Between 25-50 miles from campus.
- ☐ 5. Between 50-100 miles from campus.
- ☐ 6. More than 100 miles from campus.

We are satisfied with this arrangement:

- ☐ a. Yes
- ☐ b. No

Comments: _____

- C. The approximate number of visits made by the teacher educator to the center for each student teacher is _____.

We are satisfied with this arrangement:

- ☐ 1. Yes
- ☐ 2. No

Comments: _____

- D. The amount paid by our college(or university) to supervising teachers for working with student teachers is:

- ☐ 1. Dollars per student teacher.
- ☐ 2. Dollars per year.
- ☐ 3. Other. Specify _____

We are satisfied with this arrangement:

- ☐ a. Yes
- ☐ b. No

Comments: _____

- E. The number of years of high school teaching experience required of supervising teachers is:_____.

We are satisfied with this requirement:

- ___1. Yes
___2. No

Comments:_____

- F. The number of meetings conducted each year by the college(or university)for supervising teachers is:_____.

We are satisfied with this arrangement:

- ___1. Yes
___2. No

Comments:_____

- G. The number of persons(not including supervising teachers)on our Home Economics Education college(or university)staff is:

Teaching Staff-

Secretary-

- | | |
|----------------------------|----------------------------|
| ___1. Full time. | ___1. Full time. |
| ___2. Part time. | ___2. Half time. |
| ___3. Graduate assistants. | ___3. Less than half time. |

We are satisfied with this arrangement:

- ___a. Yes
___b. No

Comments:_____

- H. The number of education credits required of our students graduating in Home Economics Education is_____quarter or_____semester hours.

We are satisfied with this requirement:

- ___1. Yes
___2. No

Comments:_____

- I. The number of education credits taken which relate directly to Home Economics is_____quarter or_____semester hours.

We are satisfied with this arrangement:

- ___1. Yes
___2. No

Comments:_____

- J. The grade point average which students are required to have before student teaching is_____ (Based on 4=A, 3=B, 2=C, 1=D).

or _____ (Based on 3=A, 2=B, 1=C, 0=D).

We are satisfied with this requirement:

- ___1. Yes
___2. No

Comments:_____

Exhibit I**Follow-up Post Card**

February 27, 1960

Dear _____:

On February 4, 1960 a questionnaire entitled the "Organization and Administration of Home Economics Teacher Education in the Central Region" was mailed to you. We are eagerly awaiting your answer. Will you please take a few minutes soon to fill it out and return it as the study cannot be completed until we receive your response.

We certainly appreciate your cooperation.

Sincerely,

Carol Spomer, Graduate Student and

(Mrs.) Lilyan K. Galbraith, Head
Home Economics Education Department
South Dakota State College

Exhibit J**Follow-up Letter**

**South Dakota State College
March 24, 1960**

Dear _____:

On February 4th, a copy of the enclosed questionnaire was mailed to you. Since we have had no reply from you we wonder if perhaps it had been lost and you need another copy.

We certainly will appreciate your cooperation in filling it out and returning it in the enclosed envelope soon. Your answers are very important to us in this study.

Sincerely,

**Carol Spomer
Graduate Student**

and

**(Mrs.) Lilyan K. Galbraith, Head
Home Economics Education Department**